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ABSTRACT

The procedures described in this manual were developed in an adult Right-to-Read project that provided individualized home instruction in reading, writing, and related basic life skills to adults in rural settings. The eight sections of the manual deal with the following topics: intention of the manual and descriptions of the project and its staff; home tutoring (including recruitment of students, initial contact with students, diagnosis, student motivation, and common problems); locating, training, and supporting volunteers (including matching tutors with students, checking out student/tutor problems, and finding roles for volunteers); publicity; record keeping; staff development; and materials (including developing materials, assembling commercial and free materials, and some sources for acquiring materials). Numerous materials are included in the appendixes, including job descriptions for project staff members, descriptions of project procedures, discussions of project assumptions and intentions, tutor questionnaires, and criteria for determining how to help students. (GW)

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PROCEDURES MANUAL

OF THE

ADULT RIGHT-TO READ PROJECT

OF THE

VERMONT ADULT BASIC EDUCATION PROGRAM

1975-1978

Addison and Rural Chittenden Counties, Vermont

ABE R2R

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APPENDIX

I. Intention of the Manual and Brief Description of the Project and Its Staff.

1. Purpose of the Manual.

This is only in part a how-to manual. As you will see, it is also a how-not-to manual as a result of our trials and errors, as well as an account of a process of discovery which may enable others to begin their own process at a more advanced stage than we did. Because there is considerable latitude in the Project for people to get commonly agreed-upon goals and tasks accomplished in whatever way is most comfortable for them, there are often several of us getting basically the same thing done in quite different ways; those variations are recorded here to offer some models and experience for others exploring various styles of leadership in effecting a program of home-based reading instruction in rural adults.

The adult Right-to-Read Project began in Addison County, on the westcentral edge of Vermont, in July 1975, and expanded in July 1976 to include the 13 rural towns of Chittenden County (excluding the more densely populated Greater Burlington area of some 50,000 persons), immediately contiguous to the north. The Project, funded as an Adult Reading Academy by the Right-to-Read effort of the U.S. Office of Education, is part of Vermont's Adult Basic Education program and in fact comprises that program in the two rural counties where it operates. Vermont ABE has found that its own goals and priorities and those of the adult component of the national Right-to-Read effort are in many respects identical and in no respects mutually exclusive.

The Project basically seeks to provide individualized home instruction in reading and writing and related basic life-skills to adults widely dispersed in a rural setting. From the outset it has sought to explore and develop organizational and instructional patterns which could be of use to ABE and others concerned with adult education in other rural states who are exploring ways to implement, at reasonable cost, a home-based program of instruction which will

deliver basic educational opportunities to those who, in general, lack the means to go and seek it in the centralized locations where it is generally offered

Vermont ABE's experience prior to the Right-to-Read Project was that only the most motivated (and usually most advanced) adult students could overcome the psychological and geographical barriers which make it virtually impossible for most rural people to attend day or evening classes anywhere. Many of those who did overcome initial difficulties would drop out as the logistics of winter travel compounded what for some was a discouraging or even frightening experience of actual or imagined comparison and competition with their neighbors in a classroom setting. One solution to the problem of getting basic education to the rural adults who most need it has been to deliver the opportunity to them at home, individualized in the form of a paid or volunteer tutor.

This manual does not pretend to address itself to the problems or methods of establishing and maintaining a program of instruction in literacy and basic competencies in an urban or suburban setting, i.e. where population density and availability of public transportation indicate that people who need basic educational services can be effectively served in a learning-center situation, where students come for instruction in either class or individualized settings. While many of the instructional methods developed and/or utilized by the Project would certainly be applicable in urban settings, the emphasis of this manual is not so much on pedagogical techniques per se, but on all the Project's experience which would be encompassed in a long answer to the rhetorical question, "How do you go about starting and maintaining a program?"

2. Some Philosophical/Theoretical Bases of the Project.

In November and December 1976, when the Project was about 1½ years old, the staff devoted several hours, over the course of several staff meetings, to discovering what were the assumptions and intentions held by various staff members, related to training volunteers and to the Project as a whole; and then to determine

which of them were shared by all, which were held by a few or only one. While the different points were discussed openly, there was no intention of changing one another's views, but rather of getting in touch with our commonalities and recognizing our differences, as an important base of information to have while planning with one another. It was an occasionally frustrating exercise, but eventually a useful one. See Appendix G for the results. There were some real surprises for us in learning that our assumptions were not shared by all the others, or that what we had been treating as agreed was a matter of using a term to represent quite different specific meanings.

Perhaps most important to say at the outset are the following propositions:

1) Teaching, if it means imparting something, doesn't exist.
2) Learning = making connections = discovery.
3) Skills are acquired by practice, after exposure to a consistent model.
4) Tutoring = creating an environment in which the connections (#2 above) can be made by the student.

In addition, it seems useful to share several others of our commonly held biases:

1) Motivation is the single most crucial element for an adult learning to read, in overcoming memories of past failure and a negative self-image of being one who can't do the simple tasks that "everyone" else seems able to do. Someone else's urging or nagging may be sufficient to impel a person to begin learning, but the process will not really take hold unless and until the student knows (s)he wants it and has at least a rough idea of why. Therefore,

2) Eliciting the student's own goals for his/her reading and writing and keying most instruction to it is essential. Therefore,

3) The Project is more a response mechanism than a program: Learning what each student's learning objectives are and working with the skills, be they few or many, whose lack now stands between the student and the goal.

4) Specific portions of commercial workbooks for adult learners may indeed be useful for a particular lesson, but workbooks are used sparingly if at all, as they address some imaginary "Everyman" (usually urban) who never matches the individual student in interest, experience, etc.

5) The student is in charge of his/her whole learning process, sometimes even when (s)he is reluctant,i.e. wants to abdicate this responsibility to the tutor, usually out of a long-held assumption that "educators" know more about what (s)he should learn and how (s)he should learn it than does the student. Being "in charge" includes deciding whether, how often, what and where to study, and with whom. The tutor must resist his/her own instincts to simplify things by allowing the student to leave these decisions to the tutor. The student is not, must not be, merely a "client," a passive recipient of a service. (S)he is the protagonist and others who get involved in his/her learning are helpers but do not own the process. Only the student can do that.

6) The problem of illiterate adults "belongs" to the community, and its solutions are found in the community. The most basic function of the Project staff is not doling out knowledge but linking people in the community who have a basic learning need with others who recognize and own the problem and are willing to be part of the solution. Therefore,

7) An essential function of the Project is to raise the community's awareness that adult non-readers exist in its midst, especially because most non-readers themselves are too ashamed and/or embarrassed to become their own advocates.

3. Staffing: selection, duties, distribution.

Although every staff member had at least one student to tutor, whether his/her job was essentially instructional or not, the functions of recruitment, training and support of volunteers have been done by three staff members called Coordinators of Volunteers, with regional assignments, while Home Tutors have provided individualized home instruction to 30-70 students apiece at any one time.

A more complete list of the duties of the Coordinators and Home Tutors (as well as those for others mentioned below) is found in Appendix A. There is still not conclusive agreement that dividing the areas of responsibility in this way is the optimum use of personnel. We suspect it comes down to a matter of the personalities of the people involved: some people will work with high energy at the whole range of tasks assigned to both positions; many others will, by character, training, and experience, be especially comfortable with either the volunteer coordination or the tutoring, and if given both to do would tend to spend more time, and better time, at the part of the job they felt best about, relegating the other to a "back burner" until some kind of pressure (internal/conscience or external/supervisor) forced them to catch up with it. This was the rationale in dividing the duties and in selecting the personnel. For the most part it has worked out well, although one Coordinator feels strongly that she would be most effective if her job consisted equally of the whole range of duties now assigned to Coordinators and Home Tutors, pointing out that the "hands-on" experience of tutoring more people would enhance her ability to assist her volunteer tutors in specific situations, and her exposure to the volunteers' tutoring experience as she meets with them would enrich her own ability to tutor effectively. To act on this inclination, she has tutored many more than the required minimum one student - usually three to five at a given time.

Coordinators have worked part-time (half- or 3/4-time) and Home Tutors fulltime. Originally, one Coordinator and one Home Tutor were assigned as a team to work in a given portion of the county- 5-7 towns apiece - with 15-25 volunteer tutors. Increases in territory covered by the Project and exigencies of funding have affected this initial pattern, so that now in one county there is basically one Coordinator working with three Home Tutors, and in the other county, one Home Tutor working with two Coordinators, who divide the large territory served by the sole Home Tutor. In our experience, any of these three patterns works well, so long as

communications between Home Tutor and Coordinator are good; it is vital that the two work very closely together if effective, consistent, and highly responsive service is to be given to adult students.

A program attempting to provide home tutoring on a shoestring to a dispersed rural population might choose to put its greatest emphasis on the volunteer aspect of the program, in which case the model of one Home Tutor covering quite a large geographic area, with two or even three Coordinators to handle volunteers in different portions of that area, might make the most sense.

4. Pattern of Staff Involvement with Student.

The main pattern for the respective roles of Home Tutor, Coordinator, and volunteer tutor is described in Appendix B, Procedures 1976-77. Omitted from that outline, between steps 1 and 2, is the training which the Coordinator gives the new volunteer (see part III/2 below). Stated briefly, the Home Tutor makes initial contact with student, ascertains goals, does some informal diagnosis, sets a short-term (5-8 weeks) goal with student, begins working on it with student. At about the second visit, Home Tutor brings Coordinator along to meet student. The Coordinator goes about finding (see part III/1 below) and training a volunteer tutor to take over from Home Tutor when the short-term goal is accomplished. The Home Tutor then becomes ombudsman to the student, checking back from time to time to find out how student thinks it's going with vol. tutor; and Coordinator remains a resource for vol. tutor to vent questions and frustrations.

Some home situations are very difficult to put volunteers into (unless the student has suggested the person - see step #1.j. in Appendix B); some students, for various reasons, are not reliable to keep appointments, which we have found to be very discouraging to vol. tutors, no matter how often they are forewarned that it may happen; in these and other special cases the Home Tutor just continues to work with the student, and no vol. tutor is assigned. Having the Home Tutor work with the student first enables us to find out a lot

about the student and get a clear idea of his/her needs, problems, interests. It is invaluable if problems develop in the volunteer-student match (see III/5 below), and it is a fail-safe procedure for making sure that even students in situations difficult for a volunteer will have access to the same educational opportunities as students whose situations are easier to deal with.

The Home Tutors and the Coordinators are the backbone of the staff. Four others have provided invaluable support for those roles, performing functions which, if attempted by the Home Tutors or Coordinators, would seriously reduce the amount of time they could devote to home instruction or volunteer-management, respectively. Full job descriptions for no. 1-3 are also found in Appendix A. Briefly they are:

1) Instructional Resources Person, who coordinates the development of new materials, acquires commercial materials, and generally oversees the functions described in part VII below. In addition, she serves as a consultant in teaching methods and materials to other staff, who seek her out with specific students in mind, describing the student's interest area, skills-needs, and general reading ability, and requesting suggestions for interesting and effective methods and materials. Volunteer tutors do consult her directly, but more often it is the Coordinator, having heard the problem from a volunteer, who will raise it with Instructional Resources Person; often that will result in a meeting involving Instructional Resources Person, Coordinator, vol. tutor, and sometimes the student, to plan a series of lessons.

2) Social Services Resource Person, who takes primary responsibility for communications between the Project and public and private human service agencies, letting their staffs know what the Project can offer their clients, getting student referrals, and providing feedback on our contact with earlier referrals; also, at request of tutor (staff or volunteer), this person will meet with a student for whom family/social/financial problems are getting in the way of studying, and help sort out what can be done and who can help;

also sets up regional meetings of outreach workers from various agencies working in one area, who often don't know or see each other, and sets up communications which result in more student referrals and better related services to students.

3) Project Director, who provides over-all coordination of the Project, seeks to create structures which encourage and give scope to the creative ideas of all the staff, directs record-keeping and report-writing, locates resources to solve problems as they arise, provides some of the liaison with the state-wide ABE program.

4) Secretary, who relieves the field staff of most clerical work and as much paper-work as possible; also implements communications - telephoned and written - between the Project and students, volunteers, agencies in the community, as well as communications among far-flung field staff.

While it would be possible, given a shoe-string budget, not to employ four separate individuals as described above, it is quite essential that the functions described be performed if an effective home tutoring program is to be carried out in a wide area. If individual staff are not hired specifically to carry out these tasks, then they must be spread out among those coordinating volunteers and/or providing direct instruction to students, with the concomitant reduction in the time they can put into their main jobs. Before we had the Social Services Resource Person, for instance, most of her duties were carried out by Home Tutors, who found a considerable amount of their time and energy being drained by visits to agency offices, helping students sort out problems which were too pressing to allow them concentration for study, etc.

II. HT/HT; or, Home-Tutoring How-To

1. Recruitment of Students, Including Contact with Agencies.

How do potential students in a rural situation learn about a basic literacy program available to them? A broad base of information about the Project (see part IV below, on Publicity) is an important foundation of student recruitment, but alone it is totally

inadequate. Notices in the newspaper, radio, tv, community events calendars and the like increase community awareness of the learning opportunity, but for the most part, overcoming the shyness and fear of failure which most illiterate or semiliterate adults feel requires a personal contact; a few people will respond directly to a notice in the media, either on their own behalf or that of a relative or friend, but most require more outreach and encouragement than this.

As a program becomes known for what it has actually done for individuals in the area (not just for what it says it can or will do), word of mouth will account for an increasing number of referrals; By the end of the first year of the Project, one-eighth of the total students served had been self-referrals, and nearly 30% had been referred by family, neighbors, and friends. The increase of these two types of referrals is probably one bench-mark of the success of a rural literacy program. A natural conservatism, a hang-back attitude, characterizes many who could profit by home tutoring: they wait to see how it works out for a braver relative or neighbor; if that person sees progress and feels good about what (s)he is learning, chances are that others among their family and friends will begin to show up "by chance" when the tutor comes, make inquiries, eventually ask to give it a try.

But at the very beginning, a new program can hardly rely on "word of mouth"; its credentials, i.e. providing successful learning opportunities, are not yet established. Then and forever after, even when self- and peer-referrals are occurring regularly, the human service agencies are a major source of student referrals. Any time spent by Project staff in ensuring that agency personnel are well informed about what the Project can do for their clients is time well invested. It is important for agency directors and supervisors to be familiar with the Project, but it is essential to see, in person, the field staff who actually deal with clients. Sending around a letter is not enough! Personal visits to field staff, preferably individually or in very small groups, will enable them to raise

questions, check out the level of confidentiality maintained by the Project (a crucial question for many agencies - see II/8 below), and begin to establish the kind of communication essential to inter-referrals. Asking to be put on the agenda for a staff meeting of the agency is a good beginning. There is usually time to make a brief presentation of facts about the Project and answer questions, and from introductions to individual staff made at that time it is possible to make appointments to see individuals later (appointments avoid the aggravation of dropping in unexpectedly on busy people). We often show a slide-tape presentation (see section IV/2 below) which features the voices of adult non-readers speaking of their frustrations, which stimulates agency personnel to think how working on basic literacy skills might help some of their actual clients.

It is important to establish a good working relationship with at least one person in each agency which might be in a position to refer students, letting them know as clearly as possible exactly what the Project does and can do. Once the Project is functioning, it sometimes helps to provide actual (anonymous) examples of what kinds of changes have happened in people's lives after working on very practical kinds of reading and writing. Agency personnel have no reason to refer clients to a totally unknown program staffed by unknown people! But taking the time to go to their offices and establish a personal working relationship is well worth it.

Another essential component of good working relationships with agencies which refer students is an effective system for feedback on people they referred. Part of this can be done on paper (see section V/3 below), and in fact setting up a system which provides at least a brief written form-report (check-the-appropriate-box style) will help to ensure thoroughness in reporting back. But this does not obviate the need for regular reporting-back in person, ideally by the actual tutors who meet with the students, but usually adequately by one person who can become familiar with the student's situation and visit the referring agency on behalf of several or many tutors. The very minimum a referring agency should know is that the potential student was contacted, whether (s)he decided to study, if

not why not and if so, what. In many cases, further discussion, once the student has begun studying, enables the tutor to support, rather than sabotage, the goals and activities which the referring agency and the student have worked out together. An agency which referred a potential student or two or three and never heard a word about the outcome is just about as unlikely to refer more people as one which never heard of the Project or never met a live person from it.

In selecting which agencies to contact or concentrate on, it is useful to ask, "Who else sees the same people we need to find, on any basis?" Any agency with outreach workers who actually go into people's homes has, in general, been a good prospect. Such outreach workers are usually quite aware of the actual problems people are facing, including difficulty in reading. The visiting nurse may have discovered that a client cannot read the directions for mixing formula or giving medicines to a newborn child. A Head-start Parent-Teacher Coordinator may realize that a child's illiterate parents need as much help as the child. The Community Action worker trying to get housing for someone may realize he was just evicted because he couldn't read the lease. The probation officer may be aware that getting his client back into the main-stream of gainful employment is quite unrealistic until he can read, write and figure at some basic level. These are people who, in the course of pursuing their own agendas with clients, find that illiteracy is getting in the way. They are the ideal people to peddle to their clients the idea of working on reading, and the ideal people to refer people who need to do that.

If possible, from the first contact with agency personnel, it is highly useful to let them know that it will render the referral process vastly more effective if they, the people originally in contact with their client, the potential student, would <u>discuss</u> with the client the possibility of home tutoring, and what kind of things (s)he might work on if (s)he decides to study. (This is why it is so important for the agency personnel themselves to understand the program; it's no good trying to run a program of home study based on

life-skills, reading-related job skills, etc., if the first person to talk to the potential student is going to tell him/her that there will be heavy lessons in grammar and reading Silas Marner.) If the client is interested in the possibility of studying, the outreach worker should be able to tell him/her to expect a visit from someone from the Project within 1-2 weeks. When the tutor makes that initial visit (see section II/2 below), it is extremely helpful if the potential student was expecting the visit, no matter how vague (s)he may be about the name of the Project or the tutor. Ideally, if the client evinces interest in studying, the agency person might help to set up a specific appointment for that first visit. If the client really shows no interest in studying, it probably won't happen, no matter how much the agency person sees or says that (s)he ought to or needs to, and if a series of such unpromising referrals come from one agency or one worker, it is usually useful to have a meeting to make those dynamics clearer.

For a collection of suggestions on student recruitment at the outset of a literacy project, see Appendix C.

2. Initial Contact with Potential Students.

Different Home Tutors have different styles, different ways to get the same job done in a way that feels comfortable to them. Each learns from his/her own experience and from the other Home Tutors' "what works" and tries out new approaches all the time, to see if they fit. Reflecting this variety, the rest of section II will show capital letters (A, B, C) in front of different methods of accomplishing the same thing, each letter representing a different individual Home Tutor. Expressing this variety may help give an idea of a range of approaches possible and suggest that there are certainly others that we haven't yet discovered.

a. Introductions.

A. Introduces himself, states that he is with Right-to-Read and ABE, indicates he knows that person has expressed an interest in studying. Rarely mentions source of referral unless the person

asks. Person rarely asks, just invites him in. Most students have been told by the referring person to expect the HT. (See "Questions I Know to Ask Now That I Didn't Know to Ask Before" at end of this topic for fuller treatment by this HT.)

B. Introduces himself, tells his name, who he works for, and where he got the person's name. Asks if person has been expecting him (depending on source of referral, sometimes person has been expecting him any minute for some time); if not, HT asks if person would like to hear about the program. Revealing the source of the referral seems ok; most people are anxious about how he heard about their lack of education (whether they express this anxiety right away or not). If HT gets a sense that the referring person (whether agency, friend, relative) is more anxious that the potential student study than the person is, he gives the person some openings to say something about that: someone else's suggestion is enough basis for beginning, but unless the student "owns" the learning for him/herself pretty soon, it won't work. People in their late 20's and up seem to be more vocal about not having taken care of their need to get enough education and needing it now. Younger people tend to be quieter about that, and it may take awhile to determine whether their quietness results from a continued lack of interest in studying or just from shyness.

C. Tells the potential student that a specific person told her the person might like to study, which usually gets a sign of recognition and an invitation to come in. Mentioning the referring person right away usually makes a needed connection so person knows that (s)he is not dealing with a total stranger, also knows the agenda refers to something (s)he discussed before with someone who probably said that a HT would come. Usually when she leaves tries to leave her name and office phone number, written down for student, as she has found that people often forget her name after the first visit and have no idea how to reach her again. (By now she has stopped being surprised if they have forgotten her name when she next returns to see them; they usually remember her face and what she is there for!) Puts people at ease mainly by putting herself at ease,

just as a means to get past the door. Asks about work, children, someone she knows they're related to, to put them at ease. Getting people talking about their school experience often is a good opening --- what was your best experience? what were problems? Sometimes people bring up problems their kids are having in school now, as they see their own pattern of struggles and failures being repeated.

b. Informal Diagnosis.

See Section II/4 below for full pattern of diagnostic routines. In general, diagnosis done by the Project is 1) absolutely minimized; 2) done only to acquire information needed for actual instruction, not for "test score" data for a chart in someone's office; 3) not related to grade levels but to strengths and deficits in specific skill areas; 4) as informal and un-test-like as possible; 5) a continuing process incorporated in instruction, not by and large an event in itself.

Diagnosis done at the initial meeting with a potential student is intended to get a "ball-park" idea of whether the person is a beginning reader who lacks most basic decoding skills; a low intermediate who can read a bit but has large gaps in decoding-skills and therefore great difficulty with comprehension; or an upper intermediate who mainly needs fluency in reading, possibly some comprehension and problem-solving skills, and some confidence. Home Tutors are sensitive to people's bad feelings about "tests" and aware that, especially with a stranger, the person will be nervous and not perform at her/his very best. No hard lines are drawn based on this initial diagnosis, and it may need to be almost entirely postponed until after the first visit, when there is greater trust after talking longer. But we have found that the assessments of individuals who refer students (including self-referrals) are not very accurate; people who read adventure stories for pleasure in their free time are referred as "non-readers," and people who can't tell one vowel sound from another or figure out any word not in their sight vocabulary are referred as needing "just a little help." The potential student may have an amazingly optimistic or pessimistic

assessment of his/her own reading ability. And of course "reading level" is entirely relative to the kind of material a person wants to read, so the intended application (see part II/3 below, on students' goals) must be part of the assessment.

A. Asks open-ended questions like, "What kind of reading do you do?" If person says, "I don't read much," then he pulls out something for him/her to read. If there is reading material in the house, usually prefers that (less threatening than something unknown brought from outside, and possibly more related to the person's interests), or pulls out a couple of magazine selections that Fry-test at about 7th-9th. Can get a good idea from having them read aloud a bit, seeing what kinds of things they stumble on. "I don't read much" can mean that it's nearly impossible for them to make sense of most written matter or it can mean they can read reasonably well but don't do it often. If HT senses the person may be a very poor reader, he may pull out a paragraph from the READ Test (Literacy Volunteers of America, Inc.). Always tries to "under shoot," i.e. pick something easier than their actual level; used to use material that was too taxing for person, which would scare the potential student and give HT misleading information about the shortcomings. HT prefers to spend more time just chatting informally, rather than giving a long series of readings they can't handle very well. No one has ever refused to read to him, but most seem(understandably) very nervous, and several real beginners have said they couldn't. In the course of working with students, HT has found that his informal diagnosis and reasoned guesses based on conversation have been pretty accurate. A few times he has thought they were poor readers when they read slowly, but comprehension turned out to be excellent. He always checks comprehension on material he asks people to read.

B. Gets reading level partly from "intuition," partly from asking what they read, how far they went in school. Asks them to read anything available in the home or a newspaper he carries along, about 5th-6th level. If that is hard for them, he tries some simpler passages, perhaps from READ. If he suspects a virtual non-reader,

he tries very simple material, or very simple questions about household material (asking to identify simple words or even letters on a soup can or cracker box, e.g.). If person can't read that, HT knows he is "at square one." If person can read it, he congratulates her/him and disagrees with person's own analysis of being totally unable to read. (Some people think that because they know they can't just pick up any written material in the world, they must not be able to read.)

Trust is needed to get someone's assessment of her/his own reading ability. HT has learned to do diagnosis when no one else in the household is present, even if it means he has to set an appointment to come back another time Most people know he has come to help with reading and don't try much to pretend they can read better than they actually can. A few people don't want to show their ignorance and bluff their reading ability; HT lets them fake it to maintain their dignity, can get closer diagnosis later when there is more trust. In general, HT's initial assessments have been pretty accurate. Some people have progressed very quickly from the level at which they began, but that was usually because they put a lot of energy into it.

C. Gets person to do a lot of talking around questions like "What kind of thing gives you trouble reading?" Also asks about school experiences -- not just how far they went, but <u>how</u> it went, what was good, what was hard. Does some testing, but often not at the first meeting. For someone she suspects can't really read at all, she does ask him/her to read from something around the house. Tries to be very casual about the process, not to scare the person. Some students are scared of tests, others look forward to them as a means of affirming what they know; it takes time to find out which is the case for an individual.

<u>c. Explaining the Program and Introducing Possibility of a Volunteer Tutor</u>.

A. Immediately after introducing himself, he tells the person that there is no cost for the program. Then explains that the person

could see him every two weeks or so, or another person trained by us (i.e. volunteer tutor, but HT does not refer to that other tutor as a volunteer) could come about twice a week. "There's no difference, it's just that that person wants to establish a one-to-one relationship with one student, and I have dozens to see." Always mentions this prospect early, so a shift won't be a surprise.

B. Introduces idea of working with a vol. tutor early, so it won't come as a shock later. Explains that he's available, at best, every two weeks, but there are others who can work with one student apiece, on a volunteer basis, twice a week. Usually mentions in passing that the new tutor will be a volunteer, but doesn't emphasize it. (Students often get around to asking vol. tutors about it much later, so it doesn't seem to register when first mentioned, or perhaps they can't believe, as some have told vol. tutors they had come to trust, that anyone would voluntarily come help them.) When HT asks student how the set-up sounds to him/her, the person always says it sounds fine, but it's impossible to tell by then whether it is a "real yes" or resigned acceptance. Technically, they have a choice, but it doesn't really make sense to take the every-2-weeks option when there is a twice-a-week option.

Questions I Know to Ask Now That I Didn't Know to Ask Before.

By John Ruemmler, Home Tutor.

First-visiting. I ask "May I come in?" or "Do you have some time now?" after introductions. If a student is expecting me (or I think he/she ought to be expecting me), I still ask, "Were you expecting me?" These courtesies may seem formal at first but later students appreciate the concern, I've found.

My first substantial questions usually relate to why the adult now wants to begin home-study and what goals he/she has in mind, if any. (Some folks actually just want something to do and want to raise self-images. Later, goals seem to generate themselves within the student and (hopefully) he/she expresses them.) I might say, "Do you have a goal in mind for your studying? Something you'd like to be able to do or to read?" The most common answers are: 1) I want

my G.E.D. to help get a job. 2) I want to improve my spelling on forms, etc. 3) I need help with math.

From here on I try to be specific in my questions, trying all the while to formulate a cohesive picture of the student as he/she talks. I might ask next, "What was school like for you ? What was your favorite subject?" (Everyone has one, at least.) I've found it wise to let people ramble on about school - gripes against teachers and administrators are universal - making mental notes about any relevant ideas or facts. For example one student told me he had to work till 9 or 10 p.m. on school nights and slept through the morning classes (English, Math) every day. The teacher apparently preferred him to be asleep.

One question I want to ask early is "Do you like to read? What do you read around the house?" Informal diagnosis seems to happen best when the student produces the material to be read.

With a basic or intermediate student I'll say, "Do you know of anyone who would be willing to work with you and help you study?"

Before leaving I ask, "Do you have anything else to ask?" Here's where people can step in and ask, "Do you charge anything for this? " or "What if I'm not home when you come sometime?" Then I get some strokes by being reassuring and paternal. Other more substantive questions come out here too, with luck.

Scheduling the next session is the only other order of business. As I have said before, lots of questions happen but I try to tailor them to each student. Examples: Would you like to read something about raising children? Are you a gardener? Do you can foods?

I see the first session as a five-part happening:

I. Introductions.
II. Home Tutor questions (predominantly).
III. Paperwork, Diagnosis, Assignment.
IV. Student questions (predominantly).
V. Appointment for next meeting.

3. Students' Goals.

Because the way we help people work on their basic literacy skills is geared to their interests and aspirations (we have no set "curriculum " into which the student must fit; rather, we must fit the instruction to his/her interests), it is not just a "nice touch" to discover what the student's goals are; it is the sine qua non of establishing objectives and beginning the learning process.

As the oomments and approaches mentioned below would indicate, eliciting goals from people who may be quite unaware of them themselves requires a certain amount of skill, patience, and tenacity. Some students have had so little success in their lives that, at some level, the whole process of setting goals and taking major responsibility for attaining them is a scary prospect.

A. Find out what kinds of things the person is doing with his/her life. "What do you do?" Ask any kind of open-ended questions to draw the person out, learn about their interests. Ask good questions and then listen. Many people aren't used to talking about their interests. Then the HT must take a more assertive role, asking direct questions about what the person does, keep suggesting topics until he scores a hit.

If the student's goal is totally unrealistic, HT may say something like, "Well, that's admirable. Let's try to shoot for some smaller goals first," - but would never say anything negative about the "dream." If student keeps on with the huge, distant goal, HT lets him/her talk about it but doesn't take it up himself. Tries to get back to thinking about the short-term goal. For example, a student may talk about driving across the country when she gets her license, but the only time she drove so far, she almost hit a truck. HT "isn't too eager to get her on the road yet" and keeps bringing it back to "How about learning the rules of the road so well that you won't have to think about them when you drive."

People are conditioned by their school experience to suppose that learning must be academic. In some ways those expectations must be met, but from the very beginning, HT introduces the idea that people study best at what they care about, that it's good to work on what you really need or want to know. Tries to get student to work on something related to her/his own life, along with academic things she/he may think are needed, like long division or grammar. If the goal-setting process scores a real hit, the learning that happens around the life-goal will usually be more exciting for the student than an academic skill for which (s)he has no immediate application.

B. Starts by asking people what their goals are. In some cases, that's enough and he can just get going on it. Other people state unrealistic goals, and without criticizing them, HT will ask for a shorter-term goal. "Is there something you'd like to find out, something you'd like to be able to do?" For a student who can write some, have him/her write about why (s)he wants to find out about whatever it is. (If (s)he says (s)he can't write "essays", HT has him/her write a letter to him; the personal meaning of writing to someone often gets a student past that block.)

If goal is unrealistic, HT usually lets the person see that for her/himself, then (s)he can accept it. This also keeps HT from being in the role of rejecting the goals he just asked the student to state!

For people who seem able only to come up with academic skills they know they lack, HT has them talk about every-day kinds of things they do - especially keying in to things they can do that HT can't do. In this case, HT gets them to teach him the new thing, he goes out and tries it on his own; very motivating for student to have been the teacher.

HT feels it is important to represent himself as a kind of agent or educational broker, rather than The Teacher. He has access to the tools and can and will share them, but the students aren't to see the HT as the very one who will deliver their education:

rather, they have to collect it themselves, and he will help.

C. Asks, "What is it exactly that you want to be able to read?" or "... to do?" Didn't used to be that specific at first, used to just key in on specific skills needed, using workbooks to solve those problems, but not starting from the student's interests. She realized that she was directing the whole process. Once she began letting the students know that their studying could center around something they really wanted to learn (a realization which comes slowly for many people who never experienced that in school and never really thought about choosing their learning), the students came up with interesting and exciting suggestions. They get more involved - rather than passively "receiving" education - and they stick with it longer and with more determination when other parts of their lives compete with their study-time.

Has learned not to let herself judge whether goal stated by student is "unrealistic" when it's something they really want to do!, just go with the skills needed to work toward it and let the student discover whether it's realistic or not. Try to relate those skills to what student is doing and trying to do right now. Show them ways they can put new skills to use in shorter-term goals.

4. Diagnosis

See section II/2/b, Informal Diagnosis (on first contact with student), above, for introduction to the Project's diagnostic/prescriptive approach to helping adult learners. As noted there, diagnosis is a continuing process, and as an ABE worker from Oakland, California said, we use diagnostic tools to inform and guide our judgment, not replace it; intelligent, caring, continuous observation of the student provides a good deal of the information one needs to help someone learn.

If the HT knows that a volunteer tutor will be coming soon to work with the student, the HT will do the minimum amount of diagnosis possible to enable her/him to work effectively with the student on a short-term goal, but leaving other diagnosis to be done by the volunteer. This is because so much more can be learned, by

observation, by the person doing the diagnosis, than what shows on the "answers" of any diagnostic instrument, and this kind of information about the student's responses - hesitations, guesses, confidence and lack of it - is very difficult to communicate to a new tutor who did not actually do the diagnosis. So it is optimum for the long-term tutor to carry out the diagnostic routines him/herself.

The basic question in diagnosis is: What do I need to know in order to help this student learn what (s)he needs/wants to learn? Anything which is not a legitimate part of the answer to the question may be interesting but is not justified to be asked. In order to help the student learn, the tutor needs a fair idea of what the student already knows/can do - which is the place to begin building - as well as some solid information about the student's decoding skills, ability to process and use printed information (comprehension), and his/her ability to apply basic operations/skills to actual life-situations.

Initially, as described by Home Tutors in section II/2/b above, the tutor simply needs to do a basic sorting job: Is the person a real beginner (i.e. decoding ability is so low that independently gaining or processing information from print is out of the question) or an "intermediate" (i.e. may still have some gaps in decoding ability and recognition of basic common words, but major problem is in making sense and use of the words as decoded)? This is determined by enough conversation to form a notion of person's reading level, then asking questions about materials at hand - a newspaper, a food-carton label, a TV schedule, menu, etc. (We often use the student booklet from the R/EAL * test and/or the laminated food-cartons of Supermarket Recall ** as they are very familiar, adult, and unthreatening/untest-like, but the same actual materials

* Cal Press, Inc., 76 Madison Avenue, New York, N.Y. 10016

** For descriptive material on Supermarket Recall write:

William Orr
111 Roe Blvd. East
Patchogue, New York 11772

would do as well.) If the potential student is suspected to be a beginner, tutor asks very basic questions about this "life material," e.g. identification of particular sounds, letters, and common, short words. If from conversation it seems likely that the person is a more advanced reader, the tutor asks information/comprehension questions about the same life-materials.

This kind of sorting is probably the only kind of diagnosis that makes sense on the first or second visit. It is enough to make a beginning (e.g. a language experience story with a beginner, or reading in an interest-area for an intermediate) which establishes trust. Then more detailed diagnosis can be done, always positively in terms of needing to know what the student already knows so that we won't be re-teaching that. Many students are unaware that they have been "tested" at all when diagnosis is carried out well in this low-key way. Since scores are not needed, just specific information about strengths and needs, the results can readily be shared with the student without threatening her/him; without scores, there is no element of comparison and competition with others, just information about his/her own learning, of which the student is almost certainly as aware as the tutor - except that students have sometimes not taken account of all they do know, and such diagnosis often demonstrates that they have more strengths than they thought. The whole process can go on as an adult transaction, rather as a good doctor explains the medical diagnosis with the patient and may allow the patient to participate in decisions concerning a choice of remediations, rather than leaving the patient helplessly uninformed and out of touch with information about his own health. With diagnosis which avoids numerical scores and stresses both strong points and learning-needs, the tutor and student can discuss it together and, as a team, decide how to work on the learning-needs in terms of the specific goals and interests.

Follow-up diagnosis, like the initial sorting process, is intended to ascertain the specific kinds of information we need to know in order to facilitate a relevant learning experience, i.e. answers specific questions about the student's strengths and needs.

The questions and the procedures we use to address them are as follows:

BEGINNING READER - approximate level ascertained by use of R/EAL test or grocery labels.

What decoding skills does he have?
What is the extent of his sight word vocabulary?
How well does he process material/information in print?
What does he want to be able to do?
Does he need/want "life skills"?
How does he best learn?
Has he developed "habits" that need to be broken or capitalized on?

Information Needed	Instrument
Decoding Skills	READ test Part II
Sight Words	Harris Graded Word List
Process Material	IRI- questioning/summarizing
Goals	Initial-continuing dialogue
"Life Skills"	Initial-continuing dialogue real materials interspersed with interest materials
Learning Style	Observation-dialogue
Habits	Observation

INTERMEDIATE READER - approximate level ascertained by use of R/EAL test or grocery labels or newspaper.

Information Needed	Instrument
Word Recognition	Harris Graded Word List
Process	IRI- questioning/summarizing
Goals	Initial-continuing dialogue
Life Skills	Selected sections of VETABE
Learning Style	Observation-dialogue
Habits	Observation

Some explanations follow which may clarify the instruments listed in abbreviated form above:

1) The READ test is the "Reading Evaluation - Adult Diagnosis" test developed by and available from: Literacy Volunteers of America, Inc., Midtown Plaza, Room 623, 700 E. Water St., Syracuse, N. Y. 13210. Part II is the phonics section, stressing oral/visual discrimination of sounds.

2) The Harris Graded Word List is a compilation of sight-words specifically developed for adults, divided into several lists of increasing difficulty.
   Available from: Adult Continuing Education Resource Center
   Montclair State College
   Upper Montclair, N.J. 07043

3) IRI, or Informal Reading Inventory is a means of observing the student's ability to deal with (read, comprehend) written words in context, i.e. as opposed to isolated sounds or sight-word lists. Numerous IRI selections are available for adults. There is a set of "graded" readings in Part III of the READ test, and another set is available from: Right-to-Read Center, University of Maine Portland-Gorham, Gorham, Me. 04038. The Project has used the IRI without pre-set comprehension questions, by having the student form her/his own questions about the material and answer them from either hearing the material read to her/him (for a beginner) or reading it (for an intermediate). See Appendix W for the specific techniques for the two levels.

4) VETABE (Vermont Test of Adult Basic Education) was developed by the Project as a means of looking at student's ability to do basic reading and math functions, first briefly in isolation, then as applied to "life-skill" competencies such as ordering from a mail-order catalog or menu, adding up a grocery bill from a newspaper ad, multiplying a recipe, etc. Student can choose which of the "life-skills" areas interest him/her to be tested in.

Correlation sheets indicate which basic skills are involved in each applied excercise and suggest techniques for remediation if student has the basic skills in isolation but seems unable to apply them. Single copy available on request from: Adult Basic Education, Dept of Education, State Office Bldg, Montpelier, Vt. 05602

5) The Cloze procedure, outlined below, is also a good measure of a student's ability to deal with written material when tutor is uncertain whether the material is too difficult for the student.

CLOZE PROCEDURE

Construction

choose material - (short selection preferable)
photocopy
beginning in 2nd sentence, blank out every 10th word until you have 25 deletions.

Use

give to student and ask him to fill in the blanks
accept any answer that completes sentence or phrase logically

Interpretation

40% correct responses (10) is indicative of 75% degree of comprehension
75% degree of comprehension (hypothesized reading level) is generally regarded as the instructional level.

This procedure can be used to match an intermediate student with materials within an interest area. The validity of the test can be further enhanced by controlling passages - (a passage uninfluenced by prior knowledge).

5. Scheduling Visits to Students

A. People who demand it get the most visits, the people who say, "Where've you been?" or "Every two weeks just isn't often enough." HT tries to see them once or twice a week for 1-2 weeks, to get them over a hump or into a new stage of independent studying.

then says he would like to continue like that but just can't. Usually they understand.

Determining whether students are able to work quite well on their own with just occasional visits from the HT is based largely on student's attitude about education and about him/herself. A positive self-image is a big factor; "I'm sure I can do it if you just remind me what it's about." Also, people who liked school and may have done fairly well there but had to drop out (i.e. potential "winners" in school, not "victim of the system" types) are likely to be able to work well on their own. If the student seems bright but lacks self-confidence: 1) HT's own positive attitude helps; 2) HT programs some visible success into early meetings— once the student sees and acknowledges that (s)he <u>can</u> learn, (s)he is ready to do quite a bit of work on her/his own.

Will a student be able to study independently? - yes, if (s)he has energy, an enthusiasm about the program as an opportunity for her/him, a willingness to commit him/herself. A student at any level, beginner to advanced, can succeed if that energy and excitement are there. To test it out, HT assigns something - even learning a few sight words, reading a page, writing about something - and sees if it gets done. Has found that some of the most successful people in the program are people who saw themselves as real failures in school, decided they had made a mistake when they quit school, are excited about having a chance to change that, and go ahead and <u>take the chance</u> on failing again.

<u>B</u>. The gear that squeaks the loudest gets the oil. HT has a lot of students, can't see everyone intensively, although he would like to. He does try to keep going through his list to see if there's anyone he has missed lately, but it's largely a matter of who shows the most enthusiasm.

Some people haven't done any work in the month since he last saw them, even though they could have. Some wait until he's there to do anything. It's "pretty hard to keep coming just as a stimulus to those folks when there are others who <u>will</u> work between

visits." He tells them just that: they've got to put their own energy into it or they won't see him much, although they can call him any time and tell him they are ready to see him.

C. Students who get the most time from her: 1) Those who call up or find her and ask, show eagerness to get help; 2) Those she feels most comfortable with (HT is not very pleased about this, but it is realistic); 3) Those she knows have an immediate and compelling need or seem really anxious to get something done. People who get the least time are those who "don't do much" and those who never call up. Has discovered that some might have stayed in program if she had gone by to check, as they were really discouraged but not unmotivated; so she does try to drop in on the non-studyers once in a while.

About half the time, with the more advanced students, she makes it clear to them that she will come when/if they call - leaves the responsibility with them. (Exception = really isolated students and those without phones. She makes more effort to stop to see them.) Has learned to be clearer about the "you call me" arrangement, as she found early on that some students had not understood it, had expected her to come, eventually stopped working on their own, gave up. Project policy in this area could be summarized as follows: We encourage the student to take as much responsibility as possible for getting back to us, but if we haven't heard in a "reasonable" amount of time (which varies from a week to several months, depending on the reason for the hiatus, from sick child to winter in warmer climate), we check back with the student.

It is possible to make a good guess at first whether a student will be able to study independently, based on what (s)he says. But student may be too optimistic or unaware that (s)he needs the goading of knowing someone will come to check their work at a certain time. She usually does set a time, before she leaves the student's home, for coming back, especially with people she is working with most. If that appointment falls through for any reason, it is important to set

a new time right away (something of a burden when the student has no phone and must be visited just to set up the appointment again), as this is a point when regular meetings begin to deteriorate for some people.

6. A Side-Trip Down the Garden Path of Motivation.

If the program is doing something for students, the word will get around, and at some point there will be more students to visit than a HT can see weekly or possibly even bi-weekly. Some choices must be made, some hard decisions faced; hard because they involve establishing criteria for choosing among people, as to who will get the most service.

It will be evident from the HTs' comments above (Section II/5) that in many cases, the motivated student gets the most service. A couple of notes on this may be useful. See the 3rd column, "Criteria" of the "Student Wants" sheet in Appendix F for a broad definition of what we mean by motivated - basically, a person ready and willing to put his/her own energy into learning, usually in part because (s)he has a fairly clear idea of why (s)he wants to learn and what (s)he hopes will result from spending that energy. One may say, shouldn't ABE and basic literacy projects address themselves to the less motivated, the "losers", the discouraged? We would say yes, but a qualified yes: if a person is willing to put energy into learning but sees her/himself as a "loser" who will only fail again if (s)he tries anything, we have found that the one-to-one approach which enables learning to proceed at their pace, centering on their interests, and avoiding the competition associated with a classroom, will be sufficient catalyst for most students - an opportunity to succeed, to receive realistic encouragement, to change a failure pattern with reduced risk (i.e. not in public), to see the energy they put into learning produce reasonable results. If, on the other hand, the student is unmotivated in the sense of not being ready and willing to put energy into learning - only signs up because someone else thinks (s)he should, perhaps, or really can't see that working on it will do her/him a scrap of good - then all the educational programs, curricula, hardware, workbooks,

personnel and strategems in the world won't be worth a thing, because in the end (s)he has to do his/her own learning. If such a person appears to want a tutor to continue to visit, yet never puts any time into learning between the tutor's visits, chances are that (s)he is (consciously or unconsciously) after something more or other than basic education - see eight "Student wants" items in Appendix F for the most frequently-occurring agendas. The important thing, as soon as the tutor perceives the problem, is to talk openly with the "student" to sort out what (s)he actually needs/wants and work out how to get that instead of tutoring, or sometimes preliminary or in addition to tutoring. For further analysis of reasons why students may not work at studying once they have signed up to do it, and some strategies for dealing directly with them, see second sheet of Appendix F.

Tutor's Role in Student's Motivation

A. Several categories of students: 1) Some have just been waiting for someone to come along to give them permission, to assure them, Yes, you can learn, you can do whatever you want to do; in the area of education, they're waiting for a teacher. He, as teacher, shows up and starts giving them things to do, suggests they go to the library, etc..... and they get right to it and do it. These people are "ready to go" and take right off with minimum urging from HT.

2) Some people get stuck and don't progress until he turns up. He tries to let them discover what it is they're having trouble with, points them back to the discovery point where they can pick up the connection again, then they go on.

3) Some students say they "don't know," whether that means they don't have the information they need, can't read well enough to handle the material they have, or just can't believe they can do it. HT may work intensively with such a person to get her/him past the "don't know" stage, so they may evolve into quite independent learners who don't need him.

4) Some people "don't have the motivation within them" (e.g. never saw a credible model for success). HT spends a lot of time (more than he would like) telling them it's up to them to do it,

scolding a bit when they don't, helping them set up a study schedule, assuring them he knows they can do the work. Finally, if they don't do any work between enough visits, he sets some ultimatums: gives them a specific assignment (even if they get stuck on it, they should be able to tell him where), and if they haven't done it this time, he says, "Hey, where do you want to go from here?" - some say they really don't want to go on ("It just gives me headaches." --- "OK, and sorry about your headaches.").

The self-confidence gained by a student as (s)he sees (s)he can do things - "That's one of the greatest things you see happen," seeing a student's excitement as (s)he lists off the things (s)he can do now - write checks, register to vote, write letters, etc. These are the people who have always had the potential, the ability, but for whatever reason, it was left untapped.

> "I don't know if it's really possible to create motivation. I think it just has to be there. I'm willing to help the person find it, if it's within him, and maybe find out what things are keeping it from coming out, but to give pep-talks only works once or twice, and after that it doesn't really do any good."

B. HT is an important person in relation to the student's motivation, possibly the only person who takes an interest in his/her learning. When he first goes to explain the program to the person, the HT is very objective, does not pressure the person to sign up. Once the person has made a commitment to study, HT offers a lot of positive enthusiasm to encourage him/her; or, if the student isn't working at it, is really straight with the student, to see if (s)he really wants to keep at it - if so, (s)he's got to do her/his work.

"A lot of people are really shaky about the whole idea of going back into studying, and all they need is just the encouragement."

C. When the student is considering whether to sign up to study, HT's role is explaining the choices (s)he has, as reassuringly as possible; letting them know how flexible the program is, how different it may be from their high school experience; letting them know that a lot of others (though unnamed) their age are studying, offering a very open door both in and out of the program.

HT's role in helping student sustain motivation is in making visits frequently enough, which lets them know she cares how it's going; showing excitement at their successes. It's not very helpful to try to argue a student into continuing to study - it doesn't really work; but it's hard to hear students going on about how dumb they feel and how they will never succeed.

7. Materials: Selecting Them & getting Them to the Student.

It will be clear from the goal-setting section above (II/3) that the Project has no curriculum of its own. Rather, it seeks to find out exactly what each student wants to learn and what lacking skills (s)he needs to acquire in the process, then tries to respond with suitable materials and activities.

Obviously, it would be much easier, when it comes to finding and using materials, if we had a set curriculum, with topics presumed to be of interest to most adults, into which we would "plug" a new student, who then theoretically would move up the educational escalator smoothly and happily until (s)he had reached a satisfying level and could step off. In fact, we find that workbooks for adults, like those for youngsters, are directed at "Everyman,": and so far, he has not enrolled in the program; to follow a pre-set series of lessons is to lose the focused energy that comes from working on something that someone really wants to get done, and there is no way that the creators of workbooks, for all their wisdom, can know the unique combination of experiences, interests, skills-needs, and already-acquired skills of this student.

We do use individual pages or lessons from workbooks, when they "fit," but by and large we are using plain old printed matter from real life and adapting it to the learning situation - - newspapers, menus, car-part manuals, bowling score-sheets, insurance forms, letters from Welfare, instructions for assembling or running items which students have purchased, telephone directories, sales brochures for heavy construction equipment, etc. Finding the right materials and getting a clear idea how to use them to work on the

needed skills is the fulcrum of the process of helping the student do her/his own education, and the Home Tutors' comments on this process follow. So far as possible, students are encouraged to provide or acquire the materials themselves, since this avoids the dependence of looking to the tutor to provide "what I should read" and encourages them in the process of getting the information they need in their own lives, which many may not have believed they could do themselves. In a highly rural situation, where many students' transportation is limited, especially in the winter, in practice it is still often the tutor who ends up fetching the materials, but even then we try to get a prescription from the student, and possibly an idea where to find the material, rather than sweeping in with materials which we in our presumed wisdom have deemed best without consultation with the student.

A. A lot of the decision on what materials to use comes from the student. Tutor prefers to use at first what's in the house, if possible; such material is familiar and therefore less threatening than the world of print in general, and the student or someone in the household has already chosen it. Many students live in areas too remote to have much access to a library, but if they do, he urges them to use it. If they need his encouragement to go the first time, he will go with them, but many, with his urging, will go ahead and get their card and begin using the library. (For students in remote areas who are not beginning readers, tutors distribute the catalog of the books-by-mail service of the Vt. Dept. of Libraries. Postage is paid both ways by the Dept. of Libraries, and once a student has sent one order, (s)he is put on the mailing list for the catalog.)

Tutor tries to determine from conversation exactly what the student has in mind, then brings one or two possibilities, often from the collection at the Project office (see part VII below), and "try again if it doesn't go down!" Students can provide a newspaper, magazine, or recipe book even if they are too isolated to go to a library. Some students have made long trips to get materials they wanted; in that case, tutor tries to help student be really clear

about what (s)he is getting, so that there is a good chance of success if a long trip is involved. Tutor spent a lot of his time running after materials when he first began the job, now does much less, as students are providing more as he encourages them to take the responsibility.

B. Tutor often gives students a checklist of topics on which to indicate which are of interest. (We use the list developed for the Vt. ABE Correspondence Course -- see Appendix H.) Using such a list avoids the kind of control which suggesting subjects off the top of one's head may imply, as students may get a sense of what they "should" choose or may sense tutor's own preferences. Discussion follows after checking the list, to learn why a certain topic is of interest and which specific aspects of it the student has in mind and whether (s)he has or has seen materials which (s)he would like to be able to handle in this subject-area. If student is a very low-level reader, the list can be read aloud to him/her, selection made orally. (See Apperdix W for process for using materials at any reading level with students of any reading capability.) In addition to printed materials, the tutor talks with student about local people who have expertise in the subject the student wants to know more about. If some are identified, tutor urges the student to visit them, and if the student is really motivated, (s)he will follow it up. More suggestions for printed materials about the subject may come from the local experts.

C. As soon as tutor has gained a clear idea from the student about what kind of material is wanted, she checks with the Instructional Resources Person (see description of that job in I/3 above) to find out what is available and get suggestions for working on the skills needed as the student uses the material. Whenever the tutor is in the public library for her own purposes, she keeps her eye open for books and magazines which may fit the interest-needs of present or prospective students.

Tutor is trying to build more links with the local high school library and encouraging adult students to use it as permitted. Some

students have encyclopedias in their homes but have never used them, often because they can't or have thought they couldn't. A lesson in using the encyclopedia and some practice in it often frees them to start getting information they need from it independent of the tutor. Once students get involved in acquiring the materials they will use for studying, most seem to enjoy it a lot. School libraries also have good materials which are not really childish, especially about hobbies, science, biographies, etc. (Children's fiction is almost always unsuitable for adults because the whole mind-set is geared to a child's limited experience, but information books for children are frequently quite satisfactory.) They are also a source of books which students can read to their children, an activity which can prove highly motivating to parents of small children.

8. Confidentiality.

The Project began with no explicit policy on confidentiality. Each person had his or her own assumptions about what the nature and degree of our confidentiality about students should be, but when the issue was raised some 8-9 months after the Project began, it turned out that the assumptions were not identical, and that this crucial aspect of our relationship to the community at large and the students in particular had to become one of the few items of explicit policy which we claim and follow. We also realized that in addition to our varying standards of confidentiality as staff members, we had said very little on this subject to volunteer tutors as we trained them; most had intuitively realized that they must be discreet in sharing what they knew about their students or students' families, but a few were less vigilant.

We concluded that:

1) The students can tell others that they are studying with us, if they choose to, but we are not free to tell others in the community the names of our students.
2) Even among the staff, as we speak of students, we will not use names unless that is essential to the conversation. This helps keep us aware of the students' right to privacy

and prevents us from becoming schizophrenic, if we were to use names freely in one context and try to remember not to use them at all in all other situations.

3) Volunteers are told specifically not to share information about the student or student's family with anyone. If they want or need to talk with friends about the experience of tutoring, let them be entirely discreet about any aspects of the tutoring which would reveal a student's identity.

4) Communication with agencies which refer students to the Project must often include students' identity, but we operate even there on a need-to-know principle and say only what is necessary. If we have any question about an agency's need or right to know that someone is studying with us, we will check with the student for permission first. We never show a list of our students' names to anyone.

Communication among residents of rural communities is uncannily efficient. Everyone is related to half of the others. The success of the Project depends very much on its reputation within this informal communications network. If the word is that Project staff and volunteers can maintain confidentiality, the trust on which the growth of the program depends will emerge. If only a few cases of indiscreet disclosure of information, whether merely indentifying a student or providing some detail about his/her situation, are known to have occurred, the word in the community can rapidly change to no-confidence in the Project. Confidentiality is the sine qua non of rural literacy work. This does not mean that we believe that adults should be ashamed of getting an education; we honor them for their courage and often would like to see them publicly commended. But that is our attitude. Of much greater importance is the individual student's attitude. Some are proud of studying and let others know about it. Others are not proud and are only in the program because they can do it at home where no one need know of their

educational shortcomings. It is simply not up to us to make the judgment whether it is ok to say anything about a student. Sometimes having to be discreet is awkward, refusing to share information about someone seems unfriendly; but at the same time that we refuse to tell one student about another, we are implicitly assuring the student we are with that we won't be talking about her/him to anyone else either.

Here are some of the tutors' remarks on the practical implications of our policy on confidentiality:

A. "The one time you want to be free to discuss a student is with agency people who made a referral, and with the other Home Tutors." Even at the agencies he protects the students by giving only necessary information, and if he has any doubt that answering the agency's question would compromise the student in any way, he declines to get involved and urges the agency to get in touch with the students directly. When pressured by relatives or friends of students to talk about them, he reports, "Just be brief, say the person's doing fine. Let them get the message that I'm not going to discuss it. With anyone outside the program, I just don't feel we can say much."

B. Tutor is "very careful about it." A student may want to know how (s)he is doing compared to other students and asks who else is studying; tutor will comfort the student with numbers of others who are studying but not with their names. He finds he can talk a lot about students without using their names or information which will suggest their identity. (He has gone so far once as making up a name!) This reassures students that he will be equally discreet with their names. At first, when the whole issue of confidentiality came up, he was uncomfortable refusing to mention people's names; it seemed friendlier to use them. "But a lot happens when you divulge names." He does share information about a student's studying in feedback to the agency which referred the student.

C. Some situations are clear, others more difficult because this tutor has lived in the area a long time and knows many families outside the tutoring situation. Many people know she is working with friends and relatives. When they mention it, she doesn't deny it but doesn't discuss the substance of what they are studying and does not report on how they are doing, just says, "Fine." With agencies who refer students to us it is necessary to be reporting back to them, but it is important to think about what kind of information we supply -- i.e. we need to stick to the learning situation/process/progress and avoid mentioning that student has moved, someone has moved into the household, etc., which is none of our official business and may be compromising to the student; the agency needs to acquire such information directly from its clients, not through us.

9. Relationship and Communications with Local Schools.

The very existence of an adult literacy program in a community is inferred by many people in that community to be a condemnation of the public schools. While our response to that inference can do a lot to modify such critical attitudes, the initial attitude itself seems to be very wide-spread. Virtually any effort to increase public awareness that there is indeed a problem of adult illiterates in the community will produce the question from somebody, " How can this be? The schools must be terrible, if people are emerging from them who can't read or write at even a functional level." The schools are understandably sensitive to this kind of criticism, since they are blamed for anything its students or former students are unable to do, from brushing their teeth to getting into college; and we try, when confronted with people's astonishment that adult illiterates exist, to add some perspective to the multiple factors contributing to illiteracy. While we cannot honestly allege, after hearing many many students' tales of woe from their school experience, that the schools are blameless, neither can we make blanket condemnations, and to play ain't-it-awful with those who criticize them would be counterproductive to what we need to do in partnership with the schools.

Some responses we have made to school criticism we hear in informing the community about its problems of adult illiteracy include:

1. Not to allow blanket condemnation of all schools. An adult student may have had an unproductive school experience somewhere, but that does not automatically mean that even that particular school as a whole was ineffectual, much less all schools; it may mean that one teacher was unable to help an individual student at a crucial time in his/her learning, but even that may have been accountable to may factors quite beyond the teacher's control.

2. Indicate that the schools are doing much more now than in the past, when many of our students were children. Point to Title I programs, Right-to-Read effort, and any individualized assistance which students in local schools are now receiving, and when those programs began.

3. Push for more community support for remedial reading teachers in the secondary school. Many youngsters who for one reason or another do not learn to read according to the schedule in primary school do stay in school and could still be helped in junior high and high school, before the "loser" image stamps the rest of their life.

4. Praise the aspects of the schools which are good, both to the public and to students in the program who complain about what the schools "did to them."

Beyond dealing with public assumptions about the schools which derive from increased awareness that there are adults who cannot read, write, and figure competently, the Project also deals directly with all the schools, primary and secondary, in the region. The following issues seem to make time spent coordinating with schools-personnel a good investment:

1. There may be apprehension on their part that their public support may be eroded by the very attitudes discussed above, that

they may be seen as ineffectual because of new publicity indicating that adult illiterates exist at all. If from the start, the schools can see an adult functional literacy program as a partner rather than an adversary, much can be accomplished for adult students. It is certainly optimum if funding for children's and for adults' education is not set up in a competitive way, so that every dollar spent on adults is seen to be robbing youngsters of their right to a proper education; if it has to be set up this way, it is even more imperative to establish a partnership on a program level, even if some friction may go on on a funding level.

2. While home instruction and individualized tutoring may make sense for many adult students, there may be others who can manage to continue their education by returning to the classroom in the local high school. With good working relationships and cooperation between the school and an adult tutoring program, adults may find the best flexibility in choosing ways to learn which fit their needs, from adult diploma programs at the local high school to individual tutoring or a combination thereof.

3. The schools are in touch with two important segments of the population which include many potential adult learners; school dropouts and the parents of youngsters who are having a difficult time learning. In turn, an adult literacy program may provide some solutions to problems the schools have with both those groups.

Home instruction and an individualized program of study may be a viable option for some dropouts. The most successful are those who were good students in school but who had to drop out for reasons which had little or nothing to do with their learning -- e.g. need to earn money for the family, pregnancy, etc. Students who developed few good study habits have a very difficult time with the discipline involved in following an individualized course of learning, without peer-pressure, class deadlines, grades, etc. A hazard for an adult tutoring program is that it may be perceived by the schools as a solution to its worst behavioral problems: simply evict the kid and let him study on his own, but get the disruptive influence out of the school. This kind of "solution" rarely works,

because the disruptive behavior is usually connected to other problems which prevent the young person from being a disciplined student once out of school.

Because illiteracy seems to run through some rural families as though it were a genetically transmitted disorder, with no books in the home, no adult readers as models for children, little affirmation for youngsters' academic success by adults who never had it, etc., adults with basic learning needs can be identified by teachers trying to build a support system for their children who are not doing well in school. Parent conferences often reveal that the parents would like to help but feel helpless because they can read no better or scarcely better than their children. With school personnel alerted to the opportunities of the adult tutoring program, they are often in a position to suggest help from the adult program, specifically for the purpose of helping the parents help the child.

4. It is our experience that Home Tutors are actually in people's homes more frequently and consistently than the outreach workers from virtually any other program or agency, including the schools. This means that, especially as we help students clarify needs and concerns in order to set learning-goals, we hear their concerns about their children's situations in school. With good communications between the schools and the Project, the Project staff is in a position to encourage and help parents to talk to the schools about their needs, and let the schools know about concerns which are voiced.

Home Tutors have personally felt varying degrees of commitment to spending time in the schools; in general, this seems, understandably, to be strongly influenced by the degree of cooperation and enthusiasm they meet in the specific school(s) they have to deal with. We have been fortunate for the second half of the Project's three years to have the Social Services Coordinator (see I/3 above), who has been willing and able to take up the slack where Home Tutors could see a use for more time spent with schools people but don't feel they can spare it themselves from their time with students.

Some tutor comments follow:

B. Feels that the present educational system virtually guarantees that some students will fail and drop out. The adult tutoring project is here as kind of back-up system, more responsive and flexible than the schools can usually be, dealing more with creating a good self-image in students. It is therefore tempting for the schools to take advantage of us, to see us as an outlet for behavioral problem students. From the schools, we would like more help on contact with parents and ex-students. Tutor works a lot with guidance counselors and/or anyone in the school who "sees things as we do." This tutor, who has done a questionnaire/survey with drop-outs in the county, on behalf of the Regional Planning Commission, observes that in school, if you can't make it on your own, it is often seen as a sign of weakness. Frequently there is not a mechanism whereby the failing student can ask for help (or if there is technically a mechanism, it is not supported by attitudes which enable the student to seek it out); there may be no real open door to just go in and chat with someone.

C. Tutor feels we should be prepared to work with someone who has dropped out of school, providing the school has made a reasonable effort to help the student stay in school. In turn, if we can persuade a student to go back to school, we expect that the school will take the person back. Usually they do.

10. Small Classes/Groups.

At a basic literacy level, our experience has shown that individualized home instruction is highly effective for most people, providing a familiar, unthreatening context, eliminating comparisons and competition with other learners, tailoring the quiddity and the pace of learning exactly to the particular student. Since no single delivery system is an ideal learning vehicle for everyone, no matter how well it suits a majority of people, we have provided instruction in small-group situations from time to time as seemed useful. The impetus for it comes from two directions. The first and less valid comes from us as purveyors of the educational service: when it

comes to imparting information, one wishes one could do it once for six students, rather than six times in a day for one student each time. The second and more valid impetus comes from the students themselves: they sometimes want to study together, especially for the encouragement that a group can provide.

As the tutors' remarks that follow indicate, we have tried to be responsive to students' desires for group learning situations. This has happened virtually always with students beyond the basic literacy level which is characterized by lack of confidence at least as much as by lack of specific skills. More advanced readers often do have confidence to function well in a group situation. Few beginners do. Repeatedly, beginning students have told us that they would not be studying at all if they had to do it in a group situation or have told us of their embarrassment and failure in group learning situations which they had previously attempted. The tutor of a beginner, too, needs the one-to-one situation in order to design and pace the learning in ways which will assure maximum success for the individual student, which in turn builds his/her confidence as no amount of mere praise can.

A. This tutor feels he jumped into a small class (mainly fairly advanced people) too quickly. Several students had since worked up courage to let him know the class had done more harm than good; apparently he was going too quickly or too slowly for everyone in it: "they were either bored or desperate." He feels that the first few meetings are crucial. He lost one person in the first meeting. Competition arises. A leader emerges, and the others follow like sheep. Asking for assignments puts them back in school. "Kitchen classes" (small classes in homes) have only happened as he has come and found two students who study together. He finds that such friends and neighbors are rarely at the same level. If they feel comfortable studying with each other anyway, he takes the opportunity to work with two people in one place, but works separately with them, giving attention to them in turns. He himself has never tried to set up a kitchen class; people are shy about exposing their ignorance to

their neighbors. "Still," he says, "groups have got to happen somehow, because of a shortage of time."

B. Tutor sees groups as a viable way to get information to people (more advanced students). He had a lot of baby-sitting and transportation problems with a group he tried in the second year of the Project. He got the local Head Start director to give him some space in the building on Fridays when the children didn't come. The Head Start van picked up mothers and their kids, and a baby-sitter took the youngsters in a room adjacent to his class (or tutor ended up as baby-sitter if supply of baby-sitters from the high school dried up!). All the students in the class had had or were having one-to-one tutoring; some really preferred having just that. Kitchen classes happen informally, often consist of couples. Tutor feels that students involved need to be pretty much at the same level or competition is too destructive. He works with them individually but in one place. He will occasionally arrange it when he knows that each student knows the other is studying; or the students arrange it. One advantage the tutor has found in groups is that students get an idea of what can be done by listening to him work with others.

C. Kitchen classes have to develop naturally, at students' request. A lot of informal studying-together goes on without her, but actually getting help from tutor together generally only happens with members of the same household. Advantage of a small group; when two or three students get along well, they urge each other on, encourage each other, and give moral support. Sometimes students at different levels in different subjects can help each other, especially if tutor helps them know how to help.

11. Problems Inherent in Home-Tutoring; or, I Must Have Been Crazy When I Applied for This Job.

Although as a delivery system of basic educational services to rural adults home-tutoring sometimes seems to be the best thing since the horseless carriage, there are problems built into it, in part because the nature of the system calls for it to absorb some of the difficulties which are more commonly borne by the adult learner,

such as transportation, and which are often responsible for preventing adults from enrolling in educational programs even when they are offered. Anywhere from about one to three months after a new Home Tutor begins the job, there is virtually always a period of feeling desperately overwhelmed (see Section VI/5, below, on the Burn-Out Factor). The tutors' comments which follow explain the problems and how they have dealt with them.

A. 1. Energy and consistency -- staying "up" all the time, among many people who are struggling with depressing life-situations.

2. Doing a lot of driving, sometimes only to find one or two people home all day (many don't have telephones).

3. Reaching basic students -- easier to make contact with the more advanced ones.

4. Getting tired and discouraged. If you take evenings to prepare your lessons, you're stale when you set out again.

The Solution? -- "No, you just have to set your mind to the right attitude, which is that this is just more important than most 40-hour-a-week jobs, and it's going to spill over into the rest of your life."

B. 1. It's not very efficient, repeating a lesson over and over in a day at different people's homes. It can wear you down. But it has its reasons, in that many adult students learn best alone, but the Home Tutor pays for it!

2. It's hard to face a student you haven't been to see for a long time (though usually it turns out the student was feeling guilty because he hadn't contacted the tutor!).

3. You get drained, dealing with so many people with a lot of problems. He gets depressed/angry from their moods too. Telling someone about it or writing it out in his journal helps.

He does seek out and get support from other staff, but it remains true that most of the time he is out chugging around alone in his car. He does try to schedule a more motivated, rewarding student

when he will have seen a series of more discouraging ones, just to keep his own spirits up.

C. 1. Time. Taking on too many people. It's hard to do a solid tutoring job with so many students to see.
2. Finding time to keep records of what students are doing, and to gather materials for them.
3. Even though it doesn't really help to say yes to everyone, it is hard to turn anyone down.
4. Too much happening at once, and can't be in control of most of it, with students and other staff making many demands.

One problem which plagues all Home Tutors is dealing with other members of a student's household whose attitudes and behavior are counterproductive to the learning environment. Here is how three Home Tutors have handled these situations: with difficulty! --

A. Being continually "shot down" by another member of the family destroys a student's self-confidence. Tutor tries to offset this by being as encouraging as possible, whether alone with the student or especially if the other, unhelpful relative is convinced it won't work, but asking the person to give the student a chance to give it a try. Such situations are "very awkward at best." In speaking to the other family-member who is not a student, the tutor must be sensitive to avoid setting up a home situation which is even more difficult for the student.

B. It is quite common that there are family or friends in the house who undermine the student's confidence. If so, he tries to help the student think it through, but he can't really solve the student's problem. He does sometimes suggest talking with someone from another agency, especially when the criticism characterizes the student's whole situation. Tutor found that he used to get very involved in students' problems, but that he really hasn't the time or energy or some of the skills needed. He could spend time developing the skills, but that would be a different job. If people interfere during the lesson, tutor speaks directly to them, tells them he's

working with ____ right now; they can get into the program, but this time belongs to the student. BLUNT! He has even asked them to be quiet.

C. When another member of the family frequently interferes with lessons, tutor tries to work with the student somewhere else. Sometimes it is difficult to have time with the student alone even to discuss this possibility, and talking about it with everyone there can be tricky. Working together somewhere else can also be a problem -- transportation, child-care, etc. Confronting the bothersome relative is difficult. Tutor can say that she is having trouble tutoring with the interference going on, but she doesn't want to set up contention in the household. Sometimes the problem will arise on her first visit, but she waits until third or fourth visit to deal with it.

III. Locating, Training, and Supporting Volunteers

With the exception of part 7 below, this section pertains to volunteer tutors of adult students, their role in the program, and how the Project staff has interfaced with them to provide a coordinated effort to serve adult students. Even after 2½ years of working with volunteers, the Project staff is not of one mind about their role and value, and the staff's role in relation to them. What follows is a description of what we have done, with some indication of questions which must be addressed by those who undertake to work with volunteers.

In establishing a basic education/literacy program for adults, the initial considerations which influenced our decision to include volunteer tutors were as follows:

1. Volunteer tutors had been part of the Vermont ABE program in most parts of the state for 1½-2 years and had proved sufficiently effective to justify an increased commitment.

2. Volunteer tutors might be located in the same remote areas where some students live, so that neighbors might be matched up in a helping relationship, instead of having staff Home Tutors drive everywhere.

3. The problem of illiteracy belongs to the community, and involving individual citizens in the solution to the problem was bound to increase awareness generally that illiteracy exists in the community; it would also help to avoid the pattern of a group perceived as liberal, zealous outsiders "doing" a federally-funded program on a community but never becoming incorporated into it in ways that would ensure that effective continuation of the effort, once federal funds were exhausted.

4. In some/many situations, volunteer tutors can be more effective than staff tutors, especially in the area of helping the student become linked with learning-resources and expertise within the student's and volunteer tutor's own common community.

5. By working with volunteers, the program would be able to reach more adult students, more often, especially basic students who need the most frequent lessons, than it could with merely a limited paid staff.

6. We could learn a lot from volunteers' approaches to teaching, which are often more intuitive than those of "teachers" and others who have taken courses in education.

7. Volunteer tutors had in the past generally expressed the feeling that they had gained at least as much as they had given. Setting up such positive experiences would build up a cadre of people scattered throughout the Project area who would be "boosters" in formal and informal groupings, spreading the word about adult illiteracy and enlisting wider support for meeting the needs of local adults who need basic education.

We also began knowing, from Vermont ABE's past experience, some of the hazards of a volunteer-based program:

1. Volunteers, being unpaid in monetary terms, need to be "paid" in other kinds of benefits, largely in the area of satisfaction that they are actually helping someone to learn. We cannot guarantee that a given volunteer will find sufficient reassurance in order to feel good about the tutoring (s)he is doing. Volunteers get discouraged and tend to drop out when they do not see

"progress", as they variously define it.

2. For the most part, numerous other priorities precede the tutoring in a volunteer's life. They may be committed to the student, but they must be even more committed to their families, paid jobs, and some other kinds of civic responsibilities. Thus, exigencies of these other priorities will require volunteers to give up tutoring, even when they are having a positive experience in it.

3. In general, once a volunteer-student combination has ceased to work out, for whatever reason, it is much more difficult to re-establish a positive learning experience for the same student, whether with a new volunteer tutor or with a staff Home Tutor. Thus, a lot of importance attaches to the duration of the match of the first volunteer tutor with a student; knowing that volunteers rarely last more than six months to a year, often less, we are undertaking something of a miracle in hoping that a given match of volunteer tutor and student will make major advances in learning within the time that a volunteer stays with the student, and hoping that when the volunteer departs, the student will survive the separation in such a way as to be in a positive frame of mind for more learning.

4. Volunteers are involved for reasons of their own, some conscious, some unconscious. When the balance of benefits (largely intangible) and hassles or discouragements tips toward the latter, the volunteer will probably drop out. For this reason, we are reluctant to make out-and-out demands of a volunteer, partly because we don't want to hassle them, partly because we have little leverage. So we <u>suggest</u> and hope for the best. (Example: Volunteer feels secure drilling student on sight-words, so student is sight-worded to death, even though Coordinator knows the student needs major help in phonics to help him attack unknown words.) We may also help a tutor plan some lessons in a more productive mode, or do a demonstration lesson to model other techniques appropriate to the individual student.

This brings us to what is probably a major underlying tension in working with volunteers: Basically, we cannot and do not <u>control</u> the learning situation of a volunteer tutor and student.

Philosophically, we have rejected this control by asserting, and largely carrying out, our position that the basic "contract," if you will, is between the tutor and the student, not between either of them and the Project. The Project is a resource (for training, materials, ideas, referral to other agencies, etc.) for the learning which the student and tutor have agreed together to do. This leaves the responsibility largely with the student, next with the volunteer tutor, and third, with us. But the fact remains that we are the ones who assured the student in the first place that we would provide an able tutor and enable his/her learning to take place. But once we have assigned a volunteer tutor to a student, although we stay in touch with the tutor and provide suggestions and input, basically we have given up the kind of influence on the learning situation which feels comfortable to us because we made the original commitment to the student. The whole matter of seeing that what we perceive as the student's needs are being met is a continual challenge; often, if the student and tutor seem happy doing the kind of learning they are doing, even if it doesn't address the needs we originally heard the student express, we just go with what is happening and try to be supportive.

There have been some major changes in the way we go about working with volunteers. While they will emerge in parts III/2.-6. below, it may be useful to state them briefly here:

1. At the beginning of the Project, we thought the major criterion for a student getting a volunteer tutor (rather than a staff Home Tutor) would be that (s)he be a basic level student who needed the two hours or more a week that a volunteer could provide, which a Home Tutor could not. By the second year, we had realized that the educational level of the student was a less essential factor than the motivational level. We found that we could provide the how-to-do-it kind of training for volunteers to work with students at virtually any level from outright beginner learning the alphabet to advanced student working on spelling and clear writing; but we could not provide anything to make up for the discouragement a volunteer feels when the student isn't working on learning, is

letting the volunteer do more than half the work, doesn't turn up for lessons. So we turned to assigning volunteers to highly-motivated students with relatively stable home situations, at whatever educational level, and staff tutors stayed with students who wanted to study but for whatever reason were unable to get themselves together to do it a lot (see Appendix F for strategies we have developed for providing service to such students). This meant that we had to develop a training capacity to enable volunteers to work with more advanced students than the beginners and low intermediates we had originally expected them to help (see part III/2. below).

2. At the beginning of the Project, we thought that each student would work with either a volunteer or staff tutor. Thus, staff Home Tutors went once to see prospective students, made an assessment whether the person might work out well with a volunteer, and if so, the Coordinator provided a volunteer tutor from a trained group. In the course of the first year, we found that we didn't know the student well enough that way, either to assess her/his motivation level nor to support the volunteer tutor. By the beginning of the second year, staff Home Tutors began working right away with any student who wanted to learn. If it seemed a good situation for a volunteer, the Home Tutor brought the Coordinator along to meet the student. The Home Tutor keeps working with the student while the Coordinator finds and trains a volunteer tutor. Then the Home Tutor steps out, the volunteer steps in, and the Home Tutor continues as a resource to both the student and the Coordinator, if there are questions or problems in the future, but the Home Tutor no longer meets with the student for tutoring (see Appendix B for how it works).

3. At the beginning of the Project, we trained volunteer tutors in groups of 5-10 and even 15 people. Over the first 1½-2 years it became increasingly evident that training people in groups to work with students individually was not only an anomaly, it was a shotgun approach, providing a general collection of techniques for remediating possible skill-lacks which <u>might</u> occur in various students. Gradually we changed to individual training of tutors

(see part III/2. below for details) so that in the third year, most training of volunteer tutors is done that way, which means training the volunteer to work with the specific student (s)he will tutor, rather than to work with any random student.

4. At the beginning of the Project, we trained groups of volunteers, then tried to match them with lists of students who needed tutoring. This led to some good matches and lot of compromises. Now we match the volunteer to a student before training begins. This makes the training specific -- the volunteer meets the student at the beginning of training, rather than at the end -- and it avoids the highly unsatisfactory situation of having trained volunteers' enthusiasm wane while the right match is found.

5. At the beginning of the Project, we trained groups of volunteers using the Literacy Volunteers of American slides and tapes developed for the purpose, incorporating a few activities of our own. Each successive time we did the training, we added more of our activities and reduced the amount of slide-tape material, until in the last 4 months of the first year, we developed our own entire basic workshop, covering the same areas as the LVA workshop (experience story, phonics, sight-words, phonics-in-pattern, and diagnosis) but in our own ways, usually by getting volunteers to figure things out as a group and gain confidence in their own ability to respond effectively to learning problems and in each other as resources.

6. At the beginning of the Project, we found tutors for students as described in #4 above. We found that tutors felt reasonably confident about the techniques they had learned for tutoring, but that we were having to patch up a lot of problems around the tutors' adjustment to the students' home environment. In subsequent workshops we attempted to raise some problems that tutors might encounter in students' homes, but the effect was to paint a dire picture of multitudinous problems which did not characterize any single student. By the end of the first year, we began asking new students if there was anyone they would like to work with, whom we would train--perhaps a friend or relative or neighbor they felt comfortable with, perhaps someone who had tried before to help them with

their reading, but had been unsure how to go about it. When the student can suggest someone, we generally contact the person and ask if (s)he would be willing to be the tutor. When this works out, it eliminates virtually all of the problems of acclimating the tutor to the student's home environment, since the tutor has been comfortable in that environment long before we came along. (See part III/3 below for more on matching.)

1. Recruiting Volunteers.

Before setting out specific techniques of volunteer recruitment, it may be well to say a word on a stance or attitude held by the Project staff as a whole. Recruiting may be the wrong word, but it is the one we have used. It seems to imply that we have a job to get done and need to cajole some other people into doing part of it for us. What we believe we are doing is quite different. What we believe is happening is this: We are in the business of reminding the community that it has job to do in meeting the educational needs not only of its children but of its adults whose every-day coping is impaired by their lack of education. Having presented the problem, we say to the community, We are willing to train and support anyone who acknowledges that need and is willing to be part of the solution. As a Project, in a sense the need is our concern but not our problem. We need to communicate with the people whose problem it is -- the neighbors of those who cannot read and write well enough to function fully as parents, citizens, consumers, employees.

Publicity (see Section IV below) in the form of newspapers, radio, TV, pamphlets, posters, and addressing local groups, lays the groundwork for finding volunteers, but it does not complete the job. It is essential to use the local media to reach as many people as possible with the general message that there is a literacy problem right here, that something is being done about it, that volunteers are needed to make it work. If the public at large is aware of that much via the media, it is enough. Then more specific efforts to locate volunteers, by approaching individuals and small groups, can be effective.

Volunteers do volunteer, and have throughout the project, though much more in the beginning than later. They call the office to say that they have just heard of the program through a friend, by seeing a pamphlet or poster, by hearing a spot ad on radio or TV, and they want to become a tutor. Excellent. Or a staff member will address a local service organization or women's group, and two people will come up afterwards to say that they were excited by what they heard and want to help. Excellent.

But over the course of years, we have found that we cannot wait for volunteers to volunteer. We must approach people, quite individually, and encourage them to volunteer! We go to them and say, not so much, "We need you," as "Your neighbor needs you. Will you help?" One Coordinator of Volunteers explains it:

> My job is to suggest to individuals in the community that there are other people in the area who don't know how to read well and who have requested help from our project; and to give those individuals an opportunity to respond to that request by volunteering to help tutor an under-educated adult on a one-to-one basis. Since the Project is intended to meet the needs of students, I feel more comfortable searching for a tutor to match a particular student, rather than for a student to match a needy tutor. For this reason I tend to recruit tutors individually on the basis of personal recommendations and geographical location when the need arises. If I have a student in mind, I ask around (the student himself, our staff, personal friends, other active volunteers) and then make several phone calls. I usually have a small list of leads to choose from each time -- leftovers from the last recruiting effort or self-reference.
>
> If the potential volunteer shows some interest, I usually visit her in her home and discuss the problem of illiteracy and describe how the Project approaches the problem. I point out initially that each case presents its own individual problems and try to avoid generalities about the "typical student." I mention that illiteracy is often aggravated by social or psychological problems, and that the number of students who clearly show evidence that their reading problem is a result of some organic disability is very small (less than 1%). I suggest that concern and patience, rather than reading or teaching "expertise," may be key ingredients to unblocking the student. I usually tell them that our project is not in the business of offering credentials, although we may help students who are working toward a diploma or certificate from another source, and

that we do not advocate any particular curriculum. I mention that the course of study and the time put in are up to the student and the tutor, and that the tutor is primarily accountable to the student, not to me or the Project. I offer my services as a resource and request that I visit them periodically so that I can keep track of what has been set in motion, and generally to share ideas and approaches, since I, too, work with students.

It may be remarked that we relate to volunteers in some ways that are similar to the ways in which we relate to students; that is, after they show initial interest, we go to them. It has become abundantly clear that in a rural setting this is important. We did go through a period toward the end of the first year and during the second, when we waited until a number of people in a given area had expressed some interest in becoming tutors, then we set up a meeting as convenient to them all as possible, in terms of time and place, and presented an "overview," at which we provided the information described above, answered questions, and set up a training workshop if enough people were interested. This was efficient for us in some ways, since they had to do the traveling and we only had to explain everything once. But there was never an Overview meeting which was attended by all the people who had been invited, and those who did come, again, got the shotgun approach with general information, which is much less compelling than talk of specific (if anonymous) needs in the neighborhood. The volunteers will have to do plenty of traveling when they are tutoring, on behalf of the students, but until they make that commitment, we go to them, and in fact even once they are tutoring, we generally go to them, individually to their homes, for in-service meetings. They tend to be comfortable in their home setting, as students are; they are glad not to have to go out in North Country weather to meet with the Coordinator, when they already have to go out to meet with their student; and in general it is just much more likely that a meeting between Coordinator and volunteer which we want to take place will actually happen if the Coordinator goes to the volunteer.

In summary, a groundwork of publicity, described in detail in Section IV below, must be laid. Building on this groundwork, our approach to finding volunteer tutors has been increasingly individualized. When a person does indicate a real interest in becoming a tutor, we accept, as part of our original commitment to the student, responsibility for ascertaining what kind of training, ideas, materials, and other assistance that volunteer needs to begin and continue tutoring effectively -- that is, in ways that will meet the expressed needs of the student.

2. Training Volunteers as Tutors.

People who volunteer to be tutors come with a wide range of experience which prepares them to tutor; students come with a wide range of experiences, goals, and skill-needs. The object of our tutor-training program is to help bridge whatever space there is between what the student wants to learn and the volunteer's capacity to facilitate the learning. Bridging that space is what we refer to generally as training, and it takes various forms: pre-service and in-service training, individual and group training, training intended to work with a very beginning reader or a more advanced reader. But the objective within all the variations remains essentially the same: to build on the volunteer's experience, skills, intuitions and enthusiasms in ways which will give her both the capacity and the confidence to tutor effectively, the term "effectively" being defined in terms of a specific student. (NOTE: Since over 90% of our volunteer tutors have been women, the feminine pronoun is used for expediency in this section but is not intended to exclude men as volunteer tutors. We have simply found it difficult to identify men with the time and inclination to be volunteer tutors.)

A. Group and Individual Training.

The content of the training can be conveyed to volunteers in either an individual or a group setting. The choice is left to the Coordinators of Volunteers. Group training can be less isolating, since the group interaction can lead to mutual support and expanded awareness of the problem of illiteracy by means of sharing ideas

and experiences. It can also be a more "efficient" method of delivery, since the Coordinator does not need to introduce the same material repeatedly to individuals.

Individualized training, on the other hand, can be designed more specifically for the particular student. It avoids introducing irrelevant material, since it is geared to the present needs of one student. All the Coordinators tend to use both methods, sometimes emphasizing different ones in pre-service and in-service training, e.g. one may usually initially train volunteers individually but carry on much of the in-service training in a group setting; another may reverse this or mix them. One Coordinator says:

> Training follows various patterns; Although I prefer a group approach, sometimes I find it necessary to meet with an individual volunteer to look over materials and suggested techniques for specific situations in order to facilitate the work. Whether with a group or with an individual, there are usually three sessions, and every session is different because the volunteers themselves bring their different backgrounds, experiences and concepts to the program. I consider myself a flexible leader and try to weigh a structured outline against where the volunteers are "at".

Another Coordinator writes:

> I meet a student either after the Home Tutor has worked with him for awhile and feels that he would work well with a volunteer, or I meet a student from a direct referral ... I usually take the volunteer to meet the student and then work with the volunteer once or twice to prepare her for work with the student. If several students and volunteers are being matched at the same time in one area, I gather the volunteers individually to discuss the tutor's particular student. Ongoing contact with each tutor averages monthly intervals, although it varies, depending largely on the confidence of the volunteer.

A third Coordinator writes:

> The goal of my training is initially to build a tutor's confidence. Most of the training I do is on an individualized basis and consists of my suggesting a variety of approaches for the tutor's particular student. I used to conduct several hours of preservice workshops but have at this point abandoned that approach since the workshop tended to increase anxieties rather than alleviate them. I generally arrange a meeting between student and tutor within a week once the match is made, so that the tutor doesn't spend too much time fantasizing. After that

> introduction I see the tutor within a week and help map out an initial strategy for that particular student, explaining specific teaching techniques as they are needed. I spend some time discussing the rationale of a particular technique and encourage the tutor to adapt that technique or any other to her own style. I then monitor the tutoring process by visiting the tutor once a week for awhile, then once every two or three weeks, depending on the situation. During these home visits I gauge the pace at which the material is being introduced, evaluate the need for more or less structure, and note whether the tutor seems relaxed or tense, etc. At first I listen for concrete evidence that the student is responding positively to the tutor; after awhile I start listening for evidence that the student is actually applying what he is learning to his reading or to his life in general.

These last observations pertain to in-service training, but it must be evident that for the most part, the individualized training minimizes pre-service activity in an effort to get the tutor and student working together right away and to avoid serving up large portions of information and techniques which may in fact be applicable but which cannot be "digested" by the volunteer tutor until she has experienced the student's learning processes. So most of the individualized training tends to be in-service, while much of the initial group training, when it is used, tends to be pre-service.

Whether training is done in an individual or group setting, the staff members who provide the training see their roles as trainers or leaders in a variety of ways. The following are representative:

> Leadership, for me, is organizing and taking care of materials and whatever details are necessary in order to create an atmosphere for allowing "what the project is all about" to happen. Leadership has many shapes .... These shapes are drawn by everyone participating in each meeting--whether tutor-training, student/tutor session, or volunteer tutor's gatherings. The process of give-and-take in each situation with each person as the resource is a result of leadership.
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> As a Coordinator of Volunteers, I see my leadershop role primarily as putting people in touch with each other.
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> * * * *
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> The "role" the workshop leader assumes has always presented itself as a problem to me, for it seems incongruous

to facilitate a learning experience with tutors, in any way other than the way I intend them to turn around and use with students. Therefore, I try to base training sessions in experience. If a person in a workshop can just experience a concept, then talk about it, it seems easier at that point to introduce a technique then to delve into the mechanics of the techniques with just an explanation. In a lot of ways, I see my approach as trying to put some common sense back in teaching. Because people's concepts about what a teacher is, or does, are different, to me a good workshop must help people examine these concepts in a nonthreatening way. How else can one go about dissipating fear and instilling self-confidence?

* * * *

I realize this dialogue is not very specific, but I don't think it can be. Beyond that, I keep only two things in mind:

1. We are all involved in our own learning processes, and looking at similarities seems more useful than looking at differences.
2. I do workshops to facilitate learning, not to impose a rigid system or structure on people.

Beyond these two points, I fancy myself as being responsive. It is not something I take lightly, so I often suffer through bouts of frustration and impatience. But then that is part of my learning process, and people learning is what this is all about.

B. Pre-Service and In-Service Training of Volunteers.

At the beginning of the Project and through much of the first 1-1½ years, we gave most volunteers about nine hours of pre-service training, at first using Literacy Volunteers of American workshop material, gradually replacing that with our own. An occasional exception was a volunteer who had already done very similar kinds of tutoring and needed only a brief orientation to the Project and introduction to her student. But even most experienced teachers we urged to attend training workshops, in part for us to get to know them better, in part to encourage them to share their own expertise with Project staff and with other volunteers in training. Encouraging volunteers to see each other (and eventually themselves) as "experts" and legitimate sources of ideas and support has been an ongoing effort of the Project's training program, with varying success. Some volunteers in different areas have communicated a great deal with one or two others, almost forming a team approach to figuring

out how to work effectively with their respective students. For the most part, volunteers have done this only with their Coordinator -- and occasionally with the Home Tutor who previously worked with their student -- and with each other only at in-service group gatherings.

As noted above and in the remarks of the Coordinators, we gradually moved away from much pre-service training, which is done largely in a vacuum since the trainee has nowhere to put the information she is getting, not having met her student and experienced the actual learning deficits and learning style with which she will be working. Any pre-service training now consists only of a brief orientation and giving the volunteer enough of whatever kind of input will give her sufficient confidence to begin. After that, she and the Coordinator work together on tutoring strategies, until the volunteer shows confidence in her own ability to respond to the student's learning needs, after which the Coordinator's role is largely providing encouragement, acting as a sounding-board for the volunteer's teaching ideas, suggesting or providing materials from those collected by the Project, and conveying new ideas tried by other staff and volunteer tutors (see Section VI/2 below).

It is interesting to note that an earlier project using volunteer tutors in primary schools, using control groups given widely varying amounts of pre-service training, reached very similar conclusions based on the fact that a group of volunteer tutors given up to 40 hours of pre-service training performed basically with the same degree of effectiveness as another group given virtually no pre-service training. The earlier project was Project Upswing, conducted in Denver, San Francisco, St. Louis, and Oxford, Miss. The report of this project is highly recommended reading: A Philosophical Approach for Volunteers, by Polly Franklin Williams. (Project Upswing, The University of Mississippi, School of Education, University, Mississippi 38677.)

In-service training takes both individual and group forms, the former the more frequent, as Coordinators meet regularly with

volunteers (see Section III/4 below) one by one, usually in the volunteer's home. Group meetings in a given area generally occur now every two to three months. They enable volunteers to share successes and frustrations with each other and to reduce the sense of isolation which individualized training and tutoring tend to create. They are not training sessions in a very formal sense; they are rarely used to supplement the information given in earlier training, although the Coordinators have often raised for discussion at the group meetings some questions which they hear recurring as they visit a number of volunteers. The role of the group meetings tends to be more one of encouragement than of pedagogical input. Early in the Project we used a questionnaire (see Appendix E) to determine which topics the volunteer tutors themselves would like to address.

C. Training Volunteers to Work With Students at Different Levels.

As noted earlier, we originally assumed that volunteers would work with the most basic students, who require the most frequent lessons in order to make progress because they lack sufficient basic skills to study independently between lessons. Then we discovered that the primary factor in making "good matches" between students and volunteers was selecting reasonably well-motivated students to work with the volunteers, leaving the less motivated or those with less stable home situations to the staff Home Tutors who, having many students rather than just one, do not have the heavy investment in the response or progress of just one student, as the volunteers do.

This meant that we needed to be prepared to train volunteers to work with students at a wider range of learning levels. Beginning in about the fifth month of the Project, we developed a separate tutor-training workshop for volunteers who would work with "intermediate" students, i.e. those for whom decoding is no longer their primary problem in reading effectively but who still are unable to read with the fluency and comprehension they needed for their individual situations and who usually need a good deal of help with basic writing. That workshop (see Appendix K) has been successively revised over two years until the material in it is now less a "workshop" than a compendium of tutoring ideas which can be drawn on by

staff when training volunteers in either group or individual settings, in pre-service situations or in response to specific needs presented in in-service situations. The material includes a rationale for each of its parts, as well as specific techniques and exercises in each section. The sections are: Learning as a Process (including basic competencies, goal-setting, and learning-packets); Comprehension; Diagnosis; Writing; Phonics; Lesson Planning; and Resources. The material is kept in loose-leaf form, so that new ideas and techniques can be added as discovered, especially from the monthly Teaching/Sharing sessions (see VI/2 below).

A Basic Workshop consisted of material for training volunteers who would work with students at the most basic level, from those who can identify the sounds of few letters and few words to those who can read very simple material, i.e. rated at roughly first to third grade level. This training material has now been amalgamated in the one Manual (Appendix K), since students do not come with "Beginner" or "Intermediate" stamped on their foreheads and some may fall into a mysterious area in between so that the trainer of their tutor may need to draw from ideas assembled for both levels. In general the emphasis for training tutors for the two groups of students is different. Those who are to work with beginners must be prepared to work a great deal with phonics and with sight-word methods and language-experience so that the student can master the basic tools for reading. Those who are to work with intermediates need a familiarity with phonics so that they can deal with the gaps in their student's decoding ability, but phonics need to be de-emphasized and aspects of comprehension, application of reading, and writing skills stressed.

There is a hazard amidst all the talk of skills that the volunteer tutor will see herself as basically a purveyor of skills. In some ways this is true, because once the student has gained the skills he can apply them to any task of his choice. But in another sense this is not true. The Project does not seek to serve up great helpings of isolated or academic skills. The safeguard for this is

in not having a textbook or curriculum. The tutor, whether staff or volunteer, must come to the student to find out exactly what kind of reading (s)he wants/needs to do and what is getting in the way. Then "what is getting in the way" (i.e. the lacking skills) are attacked in the context of the actual reading the student wants to do, whether it is a cookbook, driver's manual, instruction booklet, order blank, menu, sewing pattern, cereal box, or any other printed matter. Thus, goals are not stated in terms of skills but in terms of what the student actually wants to be able to do with the skills; the skills are developed on the way. The schooling background of some volunteers (and students) is so different from this, that it is sometimes difficult for them to deal with at first.

The student-centered comprehension process developed by the Project and described in detail in the tutor training manual and in Appendix W enables students at any reading level to interact with printed matter in a vital way which makes the satisfaction and information-getting benefits of reading immediately available to even the most halting beginner. This means that setting goals in terms of what the student actually wants to be able to do, right from the first, is realistic and in fact provides a great deal of motivation and energy for the long, slow learning process. Volunteers who came to the program seeing themselves as "teachers" who would instruct students who listen must be given time to gain confidence in a process wherein the questions about the material are asked by the student, not by them, and in which the student makes his own decisions about what is read and whether it is answering his questions and therefore worth his time to read.

D. Evaluation of Training.

In the first year of the Project, evaluation questionnaires were completed by each volunteer who completed the training, providing information on such matters as what had been most and least satisfactory about the training, areas in which they still felt they needed more help, and whether they felt confident to begin tutoring (see Appendix M). While these questionnaires did provide

some clues about parts of the workshop perceived by trainees as needing improvement and did give Coordinators some idea of areas in which individual trainees might need further help, the very need for formally acquiring this information was the result of the large groups to whom training was originally given. As training was increasingly individualized, such information was continually available to the trainer, from the volunteer's responses to her training and, when such responses are not clear, from simply asking!

In the long run, the valid evaluation of the effectiveness of the training program is the effectiveness of volunteers' work with students in getting their learning-goals met. Again, this effectiveness is continually checked as Coordinators work with volunteer tutors, as they work with students.

Whether evaluation of the training is done formally through questionnaires and interviews or informally by trainers' observations based on trainees' feedback, it is important that the problems and criticisms not be merely filed away to be collated for statistics but be collected, examined, discussed, and acted on. In the Project, this has been an ongoing activity of the three Coordinators of Volunteers and the Instructional Resources Person, with some involvement of the Project Director. Dealing with the feedback about training has been the impetus for expanding and revising the training methods and materials over the entire course of the Project. This process continues. Keeping the training manual in loose-leaf form now enables us to remove or revise old parts which are not proving satisfactory and to add new ideas. But the important thing is to deal with the shortcomings as they are perceived.

3. Matching Volunteer Tutors with Students

Working out student-tutor combinations has turned out to be not so much a science as an art. The happiest discovery we have made in the course of developing the art is the possibility of not having to do the matching ourselves at all: rather, to let the student select a person known to her/him, to be trained as a tutor. At the end of the first year of the Project we began asking new students whether they

knew anyone they would like to work with. Perhaps 10% of the time they do -- often a friend, relative, or neighbor who had previously tried to help the student learn to read, but who may have given up in frustration, not knowing quite how to begin or proceed. Sometimes the student wants to contact this person; usually they are glad to have us to do it. We tell the person that the student asked specially for him/her and explain what kind of training, materials, and other support we can provide. Then we let them decide if they want to be involved.

The great advantage of this arrangement, of course, is that it is relatively certain that the two people are comfortable with each other, if both have agreed to the tutoring together, and that the tutor has probably been to the student's home many times, knows and is known by the family, etc. So the greatest unknown of the whole process of volunteer home-tutoring, the perplexing chemistry of whether two people will get on well together and be able to work effectively together, is largely dealt with at the outset, and we have only the more technical kind of input and support to provide. From time to time, the person chosen by the student has difficulty grasping parts of the training, but for the most part they make up in understanding of the student's actual situation, needs, frustrations and potential what they may lack in formal education.

When the student does not know anyone who would be a tutor, or the person chosen by the student does not feel able to undertake the tutoring, it is up to Project staff to "play the averages" and do the best they can in matching a volunteer tutor to a student in the best combination they can work out. Factors such as personalities, attitudes, motivation, and interest areas come into play, but in the rural setting, geography and transportation have what is often the overriding influence. An "ideal" combination of people with common interests but with twenty-five miles separating their homes just won't work out. With a few exceptions, the volunteer must be selected from people within a few miles of the student where roads are especially bad; within ten miles under virtually all conditions.

In many cases, the volunteer tutor is either the only one of the two with transportation or the one whose car runs more often or the one who can better afford the cost of traveling; this combined with the fact that students are often more comfortable studying in their own home means that most volunteer tutors go to the students and meet in the students' homes for lessons. But the arrangement is left up to the tutor and student, and in some cases they choose to meet at the volunteer's home (especially if the volunteer has small children who would either have to be brought along or left with a baby-sitter, while the student may not have a child-care problem) or at a mutually convenient place such as a library, school, or unused room of the student's or volunteer's place of work. Sometimes a student who lives in a remote place works in or near a more populated area, and the tutoring can take place before or after work, near the work-site, thus making it possible to find a volunteer from among a larger group of possible tutors than in the isolated area where the student lives.

A complicating factor for student-tutor combinations who live at some distance from each other is the fact that many students do not have telephones; this makes it difficult for either student or tutor to arrange to alter the standing appointment they have to meet together, and the tutor may have to drive eight or ten miles only to find the house empty, or to find some members of the family but not the student. Even though there may often be a legitimate reason for the student's change in plans, when there is no way for the volunteer to know about the change except to gear up for the lesson, drive some distance (often, in Vermont, under less than ideal weather conditions), get the message at the student's house, and return home again, it is frustrating and eventually discouraging for the volunteer to go through this repeatedly and may be a contributing factor in the volunteer's final decision not to continue tutoring. At least where tutor-student matches do not involve great distances, the time-loss and frustration for the volunteer is diminished. (This matter of communications between volunteer and student, and the volunteer's ability to deal with "being stood

up" and to persevere in the tutoring relationship is another area where tutors selected by the students often work out especially well; frequently the communications are already quite good after years of acquaintance, and the two may know one another well enough to express their frustration to each other and work it out, while tutor-student combinations whom we have matched may work hard at being polite with each other, keep their aggravations to themselves, and give up on each other sooner.)

When we do the matching, these are some of the considerations which enter the decisions:

a) Basic intuitions about student's and tutor's personalities. Reluctant to match a pushy or exuberant volunteer with a shy student.

b) Age. Try to find out from both volunteer and student what age they feel they would be most comfortable working with.

c) Some students definitely prefer someone already familiar to them; others want the anonymity of having a volunteer from another town where they are not known. It is almost imperative to honor these preferences, even if it means a delay in finding a volunteer tutor, since the student's discomfort in this area can be a real block to learning.

d) Student motivation. As one Home Tutor says, this is the most important factor in volunteer satisfaction, yet it is difficult to judge: the student may seem enthusiastic but may be enthusiastic about everything and will drift off when the next interest comes along.

e) If we have some questions about a volunteer's attitudes or ability, we try to match her/him with a student 1) who can take care of himself, 2) with whom we have good communications so that we can drop by to find out how it's going and get a pretty straight answer.

f) Interest areas. Some effort to match students and tutors with major interests in common.

In the first year of the Project, when most tutor-training was done in groups, we used a form (see Appendix N) to find out the volunteers' preferences in the type of person they would like to work with. Similar kinds of information were ascertained on a more informal basis from students about potential tutors. Since then, using recruiting techniques described in part III and III/1 above, volunteers have often been recruited specifically for an individual student, in which case they hear something about what (s)he is like and decide whether they would feel comfortable working with the person. Even with volunteers who come to us in response to any of our various forms of publicity, or on the recommendation of a friend, we sound them out on a more informal basis than a questionnaire, as to the kind of student they would prefer.

Project staff have found that despite the imponderables of making student-tutor matches, there are some strategies on their own part which will help matches to succeed:

a) Being present at the first meeting of the student and volunteer, to introduce them and get a sense of how they react to each other. Early in the Project we often left it to the student and volunteer to set up their own first meeting without us, but we found that there was a lot we could do to help things start well if a staff person who knows both the student and the volunteer comes along. Often, the staff person can give the volunteer a ride to the student's house the first time, pointing out landmarks, and also "debriefing" on the way home.

b) Talking up the student to the tutor and vice-versa, both before and after they meet, setting up respect for each other; stressing to the student that the volunteer is a trained person; stressing to the volunteer the skills and achievements the student does have, even though (s)he cannot read well.

c) Taking time beforehand to find out from both the volunteer and the student what is really important to them, what things might get in the way of tutoring -- e.g. child

care, transportation, home situation, anxiety about confidentiality, etc. Knowing these in advance can help avoid unnecessary difficulties resulting from sheer ignorance.

d) Being in frequent touch with both volunteer and student during the crucial early meetings, to defuse any incipient misunderstandings or complaints. As one Home Tutor says, "If they can get going three or four times, they may well make it -- a lot depends on their liking each other, which can defy all our pre-guessing." This kind of checking with the student requires frequent assurance to him that candor about his situation will not jeopardize his participation in the program.

One special kind of student-volunteer match which needs special mention is the husband-wife combination. In all the cases we have known, it has been a matter of a man who has difficulty with reading and his wife as tutor. The arrangement is so frought with hazards that we never urge it on anyone, but in cases where the student has been found and is willing to study but is adament about having no one else know about his illiteracy and the wife is eager to tutor, we will help all we can. One preferable option may be for the Home Tutor to work with the student, given that the Home Tutor is already aware of the student's need for help in reading, and his coming to the house to tutor would not increase the student's apprehension about more people becoming aware of his difficulty. In some cases (e.g. because the student works long and/or irregular hours which make it difficult to establish a schedule for the Home Tutor's visit), however, this may be impossible.

In virtually all husband-wife tutoring situations, confidentiality is very high on the student's list of concerns. If the wife receives tutor-training in a group situation, she and the trainer must both be more vigilant than ever to guard the identity of her student. In one case, we found it possible to train three or four wives from different towns in a group together. They did not know each other's families, but they could share their special problems

and their feelings, which seemed helpful.

One frequently-encountered difficulty in spouse tutoring combinations is the complex interpersonal dynamics, which includes all the baggage of the marriage complicated by an implicit power situation in which the wife knows all the answers and has the last word in each activity. If this is aggravated by the wife's reminding the husband that he ought to be able to read and ought to want to study (with her), etc., it may be too much. We do suggest that if the tutor limits her "helping" to the designated lesson times and does not generalize her role into a free license to correct the student's speech, spelling, and reading at any time, both the lessons and the marriage will be the better for it. One wise wife in the most successful husband-wife tutoring situation we have seen participated in activities on an equal basis with her student-husband, e.g. as he completed "I think..." and "I feel..." questions in an exercise to begin writing, she completed all the same statements and they discussed the answers they had written, with equal value on what each had thought and felt, with the only difference that she helped with the spelling on his.

Husband-wife tutoring situations often reach a kind of stalemate, wherein after initial enjoyment, even excitement, it settles down to the gritty process of learning, forgetting, relearning, which is taxing enough so that eventually the student has an excuse each time the wife suggests they might study, and she wearies of using up her effort and her standing with her husband in this futile area. So the Coordinator, calling to check how it is going, will finally hear, "Well we haven't done anything in so long now..." One Coordinator is now experimenting with re-entering the situation at this point, if the wife can assure the husband that as the person who trained her to tutor, the Coordinator is a friend. The Coordinator then comes to tutor the husband with the wife present -- and participating as much as the couple wants -- and the wife can help between lessons if the student wants her to but is not responsible for keeping up the momentum. In some cases this may rescue a situ-

ation where the student is motivated to learn but mortified by the idea that others in the community may know that he cannot read well and yet unable to sustain the long learning process with his wife as tutor, especially where there are other pressures on the couple.

Matching students with volunteer tutors is probably the single most crucial step in the whole volunteer tutor program. If two people hit it off and enjoy working together, the learning experience can be effectual and successful, whatever the Project staff do or don't do; and if they just don't much care for each other, all the good teaching techniques and materials in the world won't keep it going. Somehow, the tutoring experience has got to be a pleasure, has got to bring out a certain amount of both the student's and the tutor's energy, or it will never fly. But as one Home Tutor observed, "It's nice to discover that some 'odd couples' turn out to enjoy each other."

4. Supporting Active Volunteer Tutors

When volunteer programs are proposed as an inexpensive means to carry out needed programs in the community without a large and expensive paid staff, the missing element when dollar-signs light up in administrators' eyes is often the continuing in-service support of volunteers. Volunteer tutors cannot simply be trained at the beginning like wind-up toys and set down with a student with heart-felt wishes for every success and left alone. Actually, they can be, because it is done in some places, but they will not last, and all the alleged cost efficiency of one paid person training numbers of volunteer workers becomes a myth.

It will be evident from section III/2 above, on training, that we consider staff interaction with volunteer tutors to be an important ongoing component of a volunteer tutoring program such as ours. Continuous in-service training has been mentioned. In addition to actual training, there are other essential kinds of contact which provide encouragement for people working in isolated home situations, encouragement for people who may never have thought of themselves as teachers and need affirmation to see themselves as successful in the

new role. Following are some forms which this ongoing support takes:

a) Regular visits to the volunteer's home to discuss progress with the student, new directions, etc. Sometimes, especially in bad weather, this is done by telephone, but more often the Coordinator calls the volunteer, gets a mini-report, and sets an appointment to come talk in person. Sometimes a volunteer will call the Coordinator to ask for help or materials, but we found that it was not enough just to wait for them to call for help -- by then, frustrating, puzzling, or discouraging situations had sometimes advanced enough so that the momentum and pleasure were irretrievably gone.

b) Sorting out problems faced by the volunteer. Some examples:

- my student is losing confidence
- needs help with spelling
- needs ESL material
- has marital problems and uses me as her only contact
- is visiting me at my home too often
- wants to earn her/his GED
- does not know what he wants to learn
- was supposed to get in touch with me but never has
- isn't motivated to do any studying between lessons
- needs counseling and I feel inadequate along those lines
- and I have no quiet place to meet
- and I both have transportation problems

In the end, many of these problems must be worked out between the volunteer and the student, but the Coordinator offers suggestions, often gained from other volunteers' solutions to similar problems, and is willing to get as involved in working out the solutions as the volunteer needs her to be.

c) Providing teaching materials. One Coordinator writes: "I act as a resource for the tutor by carrying with me materials, as well as ideas I have picked up from my own teaching, from other members of the staff, from conferences, from other volunteers. Occasionally I have sent my tutors specific teaching suggestions, workbooks, pamphlets, worksheets, etc. through the mail, based on specific requests. Many of the tutors take out materials from the office."

d) Offering to teach a "demonstration lesson" with the student, if the volunteer feels stuck and would like to get some new ideas or be able to watch the student in a learning situation in which the volunteer herself is not involved. Afterwards, the tutor and student and Coordinator may all discuss what went on, and almost always the tutor and Coordinator meet to share observations and the Coordinator explains why she was doing what she did.

e) Putting volunteer tutors in touch with each other for support. When a problem comes up which another volunteer has already dealt with, the Coordinator may suggest calling the experienced tutor for help.

f) Gathering small groups of volunteer tutors just to talk about how they are working with their students and how they are feeling about it. This is a partial antidote to the isolated home-tutoring situation which cuts volunteers off from the kind of group support more readily available where tutoring goes on in a learning center.

g) Suggesting other resources available in the community, either to deal with various problems which students may share with tutors, or as sources of reading materials and expertise in specific interest areas of the student -- especially if the interest is one that is not shared by the tutor.

5. Checking Out Student-Tutor Problems

The section on student-tutor matches (III/4 above) was sufficiently emblazoned with caveats that one might conclude that some matches don't work out. It's true, and it probably needs to be accepted from the beginning as inevitable. There are simply too many variables in the personality and living situation of any two people to score 100% in any efforts to pair them for an effective learning experience. As indicated, we try to be aware of the factors which tend to inhibit this effectiveness, as well as the ones which promote it, and to keep learning more about them from our ongoing experience, but in the end each match is a combination of geographical imperatives, intuition, guesswork, hope, and luck.

What happens when it doesn't work? First of all, how do we know when it isn't working? When everything is going just as we intend (which is not all the time), the Home Tutor is acting as ombudsman for the student, the Coordinator plays the same role for the volunteer, and both staff people are in frequent touch with their respective contacts. This means that discontentments are given an opportunity to surface before they have been reinforced so long that resolution of the difficulty is virtually impossible. A Home Tutor stops by to see how a former student, now tutored by a volunteer, is getting on with the learning. Beneath polite answers (s)he may detect some reservations or anxieties. Based on the trust-relationship established when they were working together, the Home Tutor can probe a little more, while reassuring the student that frankness will not jeopardize her/his status in the program. The student may perceive the volunteer as pushy, or as judgmental, or bringing work that is too difficult or extensive; or the student may be frustrated that the volunteer can't seem to understand what (s)he is saying, or vice-versa.

The Coordinator meeting with the volunteer tutor may detect some grievances in turn. The student is unreliable (late, absent, or suspected to be home but not answering the door), or won't work between meetings, or refuses to deal with troublesome family members who inhibit the tutoring, or doesn't really seem interested in learning after all. Variations are infinite, and usually center around discrepancies between the volunteer's fantasy of what the student or tutoring situation would be like and the reality.

Sometimes both the student and the volunteer have grievances concerning each other. In some situations, this can be creative, because it indicates that each has perceived that the situation is less or other than what they hoped it would be, even if at this stage each concludes that it must be the other's fault. This is a natural response to problems. In other cases, only one -- student or volunteer -- is frustrated and the other thinks everything is fine. In either case, the visiting staff person tries to find out as clearly as possible what the student or tutor <u>thinks</u> is

going on and what kind of change would be comfortable. Then whichever it is, Coordinator or Home Tutor, seeks out the other and gets his/her impressions. Sometimes one is aware of the problem before the other, and the other goes to check it out before discussing it much.

Eventually, any useful combination of the four people (student, volunteer tutor, Home Tutor, and Coordinator) meets to work out changes which will make the situation more comfortable for everyone. Often, a volunteer's problems with the student can be assuaged by talking with the Home Tutor who previously worked with the student, had to cope with the household, etc. What the volunteer may need most is reassurance that the problems are endemic and not simply a result of her ineffectiveness as a teacher or the student's dislike of her. Usually this is quite possible to do, because the patterns with which she is having difficulty already arose while the Home Tutor was on the scene. The volunteer will probably have been warned in advance, in fact, that such a difficulty might recur, but, like the pre-service training, it is hard for volunteer tutors to process such information until they have direct experience with the student, by which time the warnings may be forgotten.

When the volunteer suspects that absences or other frustrations are a result of the student's dislike of her, if it is <u>true</u>, there is no sense making an elaborate case to pretend otherwise, to try to prop up a relationship which probably is going nowhere. In such cases, the Coordinator may have a job of super diplomacy, in order to extricate the volunteer with some degree of grace. If there is another, more suitable student to assign her to right away, with greater prospects of success, this will sometimes keep the volunteer in the program. In any case, the student and the volunteer have an initial inclination to like one another, since each in some way is looking forward to the tutoring experience. If small disappointments can be caught early and straightened out, the energy of that original positive expectation can still pervade the tutoring. This is especially true where contact by the Home Tutor and the Coordinator turn up communications-gaps between student and tutor -- each

thought the other was going to call to schedule the next meeting; the student thought the volunteer preferred to come in the evening, but the volunteer only agreed to do it then because she thought the student preferred it; the volunteer gives long homework assignments because the student has said he wants to make rapid progess, while the student is overwhelmed with the work and has about concluded that he cannot in fact learn to read, etc. Often these discrepancies can be cleared up by staff people listening closely to each party, and the tutoring continues with relief on both sides.

When a problem arises between tutor and student at any stage of the tutoring process, several resolutions are possible. The simplest is just talking it through to clear up misunderstandings and agree on small changes which might facilitate a better learning experience for the student (and <u>therefore</u> more satisfaction for the volunteer). Others include:

1) Re-stating learning goals or choosing new ones on which both student and volunteer feel good about working. Sometimes the volunteer is earnestly and conscientiously trying to help the student work toward the goal they had established together ... but in the meantime, the goal has lost interest for the student or has been superseded by something more immediate which has arisen in the student's life -- e.g. the original goal was determined while the student was still out of work, but he has meanwhile found work and needs some specific skills or reading mastery in order to survive or advance in the job. From the student's point of view, the lessons are a drag because they seem somehow less relevant than they were, and he has new pressures on his time; from the volunteer's point of view, the student is doing less work than the tutor on the goal which the student allegedly selected. Abandoning the old goal in favor of an immediate one may be sufficient to recapture the energy of both the student and the volunteer.

2) If the tutor and student are irrevocably annoyed with each other, or even if only the student is disenchanted with the tutor, a new tutor may be a solution. As one Home Tutor comments, "If the student says he definitely doesn't want that tutor, that's it -- we will get it changed." The Home Tutor adds: "It's hard for the volunteer to avoid being upset when a first match doesn't work out. They feel they've failed, even if it's the student's fault. Telling them first that it may not work out doesn't seem to comfort them much. It should be our responsibility, rather than theirs, when it doesn't work. That feeling of being left hanging (when the student pulls out) is very destructive for volunteers -- it's important to get them busy again quickly if we want to keep them in the program, once they've been trained." If the tutor-student combination is to be changed, it should be done with some dispatch, both getting a new tutor to the student (even a return to the Home Tutor, if no suitable volunteer is available right away) and getting the volunteer into a new tutoring situation which may be more promising. Long delays in this process are destructive to the morale of everyone concerned. Even without them, the Coordinator may have to do a good deal of reassuring of the rejected tutor if she is to maintain enough confidence to try tutoring again.

3) The tutoring situation may be unsatisfactory because other needs or pressures are forcing the student to honor other priorities in his/her life for the present, making it impossible to devote the time and concentration needed for studying or even for meeting with the tutor, never mind doing homework. Sometimes it is difficult to establish with certainty whether this is the case, or whether the student is unhappy with some aspect of the tutoring but can't deal with a confrontation about it, so just claims that other aspects of her/his life are making it impossible

to continue. If the Home Tutor, as ombudsman to the student, suspects that the reasons given are not the real ones, (s)he may be able to confront the student with this possibility in unthreatening ways which allow the student to confirm that, yes, if the actual tutoring situation were different, (s)he would continue with it, in spite of the impending divorce, overtime work, eviction notice, or whatever is distracting. If, on the other hand, some aspect of the student's life is genuinely making it unrealistic for her/him to study with enough time and concentration to make progress, it is unfair of either the volunteer or the Project staff to push the student to keep at what can only be a losing effort. In this case, the student may temporarily drop out of the program, and the staff's responsibility is two-fold:

a) To make clear that (s)he has not "blown" the only chance to participate in the program, but is free to re-enter whenever circumstances permit; we leave the telephone number and name of staff person to call. But, as stated in section II/5/C. above, while we encourage the student to take responsibility for getting back in touch with us, we also:

b) call or visit the student from time to time, to see how things are going and give her/him an opportunity to say if the distraction has abated and it is time to get back to studying.

Sometimes, if the volunteer tutor and student have been working together for some time when the student feels the need to stop studying for awhile, a sufficient friendship will have formed so that the volunteer will stay in touch with the student informally in the interim and be in a position to know when the student is free to begin studying again.

In general, we do not consider this third solution an option in cases where the student could, considering his/her own situation,

continue studying but feels frustrated, dissatisfied, uncomfortable in the specific tutor-match we arranged. In such cases, it is our responsibility to rectify our error by providing a more positive tutoring situation, whether that be with a new volunteer or with the Home Tutor who originally worked with the student.

It should be stressed that in any home-tutoring situation, but especially one involving volunteers, the student should be very clear about whom to turn to in case of difficulties. Many students feel that they have almost no leverage, being too grateful for a new confidential learning opportunity, and one so convenient to them, to complain about any part of it. The staff tutor will probably have to be very outspoken in her/his encouragement to the student to let us know if something is not working. (When a student misses the appointment time after time it may be a signal that something isn't working, but by then it is often too late to redeem the situation -- compounded by uneasiness at not having faced the problem -- so we need to know sooner than that.) Even though, in the transition from Home Tutor to volunteer, the Home Tutor may have left his/her name and telephone number and encouraged the student to let us know if there are any problems at all, frequently the student just doesn't have the confidence to make the call, even when the tutoring situation is very uncomfortable in some way. This means that the Home Tutor must continue to take the initiative to check back with the student on a fairly regular basis; this need not be a formal visit, merely a friendly chat when the Home Tutor is in the neighborhood anyway; no probing questions need be asked (unless something unsatisfactory has been suggested by the volunteer tutor, which needs to be checked out), but the Home Tutor's presence is an opportunity for the student to mention any problems.

The particular pattern of checking out and dealing with problems which arise in the one-to-one volunteer home tutoring situation seems less important than that there be such an element in the program, which includes the following components:

1) An identifiable and trusted resource person or ombudsman available to each student and volunteer tutor, to hear and help deal with problems which arise in the tutoring process;

2) A mechanism for giving the student the maximum number of options in each situation, rather than being forced to study under circumstances which may be convenient to staff and volunteer but unsatisfactory for her/him;

3) A flexibility in making second (or third or fourth) matching efforts and a certain humility in recognizing the ones which do not work out;

4) Some celerity in re-matching both volunteer and student who have ended an unsatisfactory tutoring situation;

5) A willingness to <u>listen</u> to the volunteer and student involved, to avoid attempting to impose our solutions on them.

6. <u>Volunteer Separations</u>

Just as some volunteers are continually entering the program, some are continually leaving it, for a variety of reasons. These include:

- moving away
- getting a job or moving from part-time to full-time work
- change in home situation which allows insufficient time for tutoring
- student moves away or stops studying and volunteer does not want new student
- loss of access to transportation
- discouragement with logistics or actual progress of student
- resentment at doing the same type of work as paid staff member

When volunteers move to another location in Vermont, we try to find out whether they would be interested in tutoring in their new area, and if so, we let ABE staff in that area know about the trained

tutor who will be available for a student there. The second and third reasons are hard to dispute: if the tutor feels there just is not going to be enough time in her life to continue to volunteer, there is little point in trying to cajole her into doing it anyway, although we have stayed informally in touch with such "old" volunteers and sometimes matched them with students much later, when their circumstances changed again. We tend, for instance, to include them in invitations to participate in special workshops or programs which are being organized for active volunteers.

The last four reasons listed are areas which can sometimes be renegotiated, sometimes not. When a volunteer says she would like to stop, we try to find out just how firm that decision is, and whether there are any circumstances which can be changed that would make her feel happy to continue. Losing a volunteer at the same time we lose a student does happen regularly, and is often a result of the kind of personal commitment a volunteer tutor comes to feel toward the specific student with whom she is working; the energy has come from that relationship and from satisfaction in changes the student is able to make in her/his life. When that connection is broken, the prospect of starting all over with someone else just seems like too much of a burden. Sometimes the Coordinator can build on the confidence the volunteer has gained, to convince her to begin again; sometimes the volunteer's mind is fully made up against it. Similarly, sometimes transportation problems can be worked out in a new way, sometimes not, and sometimes they appear to be not the real root cause of the volunteer's discontent, yet the tutor is unable or unwilling to state exactly what is bothering her.

Discouragement with a student's progress can sometimes be a result of selecting only long-range goals, without identifying short-term milestones on the way to them, or other short-term goals which can be accomplished and recognized by the student and volunteer as Progress, that elusive but essential quality which has such a dynamic effect on the student's and the tutor's capacity to continue the learning process. One technique which has been successful for a

few volunteers is to enter a "contract" with the student. Needless to say, it is never called anything so threatening as a contract -- often it is called simply an agreement, or not called anything at all -- but it is an opportunity for student and tutor together to get very specific about what the student thinks can get done in the next four or six or eight weeks, and the volunteer specifically agrees to do some things too, e.g. acquiring materials, preparing lessons, etc. The agreement is not intended to produce guilt if it is not fulfilled, but student and tutor can learn together what is realistic and draw up a new agreement based on this new awareness; and the parts which were accomplished can be recognized and seen as progress because they were specified and written down. If, on the other hand, several agreements in a row were totally unfulfilled by the student, it might be time to examine whether learning is a priority in his/her life right now and possibly decide on a "vacation." For volunteers who are about to quit because they see no progress where real but small milestones are passing unnoticed, some version of the contract idea may help to focus the learning and enable both learner and tutor to celebrate the successes as they occur. Some volunteers are, despite warning, as unrealistic in their expectations of how rapidly their students will progress as some students are. Converting from a long-range to a short-range focus may be helpful and enable a volunteer to continue tutoring.

It will be plain that, wherever possible, we encourage volunteers to continue tutoring as long as possible, and we see ourselves as facilitators to help sort out snags and enable the small changes which may be sufficient to make the volunteer feel good about continuing. There are volunteers, however, who cannot or will not continue, and here our role consists largely of the following;

1) To commend the volunteer for the work she has done and reassure her about the situation to prevent any frustration or guilt that might accompany the departure from overshadowing the positive parts of her experience as a tutor: in other words, to let her leave with a good feeling about what she has done. Often we send our original "thank-you" note (See sample, Appendix L).

2) To leave the door open for her future involvement with the program, either as a tutor or in some other capacity (see III/7 below):

3) To collect her records of her work with the student and gain a clear picture of formal and informal diagnostic procedures and their results and of the actual lesson-content and learning processes so far; this will facilitate a smooth transition to a new tutor, whether staff or volunteer, and is a good situation for recognizing progress which was made, especially if the volunteer's general assessment had been that little or no progress had been made;

4) To ask for frank comments on all aspects of her involvement with the program, with a view to improving the program in response to honest feedback. Such areas should be addressed as the volunteer's degree of satisfaction with various forms of support such as provision of teaching materials and techniques, help in sorting out problems with the student, help in meeting and getting started with the student, etc.,

5) To enlist, if possible, the volunteer's help in continuing to inform the community about the Project and to identify more people who might be interested in volunteering as tutors. A volunteer who has had a positive tutoring experience is one of the best "advertisements" the program can have, because she has the authenticity of her own experience when she talks with other people about the program.

In summary, we try to learn as much as we can from each departing volunteer, both about her student's learning and about ways she thinks the program could be improved. At the same time, we try to enable the volunteer to leave with a good feeling about what she has done and a positive feeling toward the Project, which will be reflected in her conversations with others in the community. To this end,

we try to have an "exit interview" (for want of a more gracious term!) before the volunteer leaves, during which we try to cover the five areas listed above. This is nearly always done during a final home visit to the volunteer (generally a comfortable setting familiar to both, since numerous in-service meetings will have taken place in this context), although we occasionally and reluctantly do it over the telephone. We usually use an "Exit Questionnaire" (see Appendix P), which helps us remember what to ask, especially to cover parts 3) and 4) listed above.

Whenever possible, if the student whom the tutor is leaving is to get a new volunteer tutor, we have asked the "old" volunteer to be available for the new volunteer to consult. Now one Coordinator is having the departing tutor actually train the new one, with the Coordinator sitting in to see how this goes and to pick up any loose pieces. Given that the volunteer who has been working with the student has the most detailed knowledge of how the student learns and what (s)he has been working on, this person is the most qualified trainer for the specific situation; the staff person can fill in more general information such as how the Project works and how to get help for teaching and other problems, etc.

One unavoidable element in a rural home-tutoring program is the considerable amount of traveling involved, especially for tutors. The hassles of the travel, especially in Vermont's long winter and exasperating "mud season" after it, can wear volunteer tutors down. While the Project has been federally funded, there has been a budget item for travel reimbursement for volunteer tutors' travel, but we have not announced it very loudly because such funds are not available for volunteer tutors in the ABE program in the rest of the state and almost certainly will not be available in the Project area once the federal funding expires, so that establishing the precedent did not seem helpful in the long run. Coordinators have known, however, that the money was there, and if they got any overt or implicit message from a volunteer that the expense of travelling to meet with her student was a deterrent or even a major irritant, the

Coordinator has been able to offer a reimbursement for mileage. It has been used very little.

Some members of the staff feel that volunteers should not be asked to contribute the expense of travel in addition to the considerable time and energy they already contribute to tutoring, and reimbursement for mileage should automaticlly be given to volunteer tutors, whether they request it or not (unless, of course, they flatly refuse it). Others feel that most volunteers do not feel burdened by this expense and in fact anticipated it when they volunteered, so that in a program with a tight budget it would be better to put travel money elsewhere and offer it to volunteers only where, lacking it, a volunteer felt she could not begin or continue. Given the fiscal realities of the ABE program, the latter policy is likely to prevail for the foreseeable future. It might help to ask specifically of each new volunteer whether she felt it would be an important factor for her, and to ask again after some months of tutoring, when she had seen just how much travel was actually involved, and be a little more eager than we have been to offer the mileage money, without actually giving it to everyone who tutors anywhere.

7. Other Roles for Volunteers Besides Tutoring

After the Project had been in operation about 8-10 months, we realized that while we hoped that volunteers might become involved in many aspects of the Project, our recruiting messages in the media were all aimed at finding volunteer tutors, and in fact other jobs were offered to volunteers only when/if it turned out that tutoring, for one reason or another, was not what they were most willing and/or able to do. Thus, any volunteer job besides tutoring came to have a second-class status associated with it for some staff, since they were often used to alleviate an awkward situation, rather than as an object of serious volunteer-recruitment in themselves. This probably reflected and reinforced considerable ambivalence among staff-members about the relative roles, importance, status, and "power" of paid and unpaid workers in the Project.

Finding tutors has still been our primary pitch in recruiting volunteers, but with an increasingly individualized approach to this recruitment, it is possible to sense from a conversation with a prospective volunteer that she is apprehensive about or even quite uninterested in tutoring, but she has another strength, skill or experience which might be of use to a program intended to help adults with basic skills. Whenever we do sense this, we have become both bolder and more skilled at inviting such people to volunteer the skill they do have, to discover with us just how it could be most effectively utilized in the program. Principal among these areas is the whole publications program of the Project (see section VII below), which needs writers, illustrators, interviewers, and people with editing skill who can identify the main ideas of complexly-written information and render them in simple but adult language for new-readers. Volunteers have ably carried out one or more of these aspects of various Project publications. Whenever their work has represented a considerable amount of time and effort, we have tried to provide a modest honorarium ($15-25), always with a letter expressing our appreciation and an assurance that we are aware that the money does not pay them for the time and talent contributed, but simply acknowledges it in a tangible way. In early conversations with volunteers, if we perceive that they are experienced at writing or drawing, we usually ask whether they would like to write and/or illustrate a Project publication; if they do, we try to have them work on a topic which is of genuine interest to them personally.

Because many topics on which students indicate interest in acquiring information (e.g. consumer topics) are ably covered by U.S. Government publications, Extension Service bulletins, or other inexpensive public information sources, but are too elaborately written for new-readers, another job which volunteers have undertaken is converting such material to a more readable form, reducing sentence length, simplifying sentence structure, avoiding long or technical words where possible (yet making an effort to avoid the insulting Dick-and-Jane prose style). Such simplified informative material combined with several language-experience stories on the

same topic from students, makes a very readable short publication with local interest.

A few volunteers have done specific tasks in the Project office which appealed to them. For instance, because we are set up to help students learn using whatever subject-matter interests them, we try to assemble at the office loose-leaf information on a variety of subjects, on a variety of reading levels, arranged under broad categories, much like a vertical file or pamphlet file in a library. This material accumulates rapidly, especially that forwarded from the VT. ABE Correspondence Course, and volunteers have come in to file these sheets, expressing pleasure in being able to browse through them as they filed, and also (if they were active tutors as well) at becoming familiar with materials available to use with their students.

As indicated in section IV/2 below, volunteers have sometimes been willing to undertake public-relations work for the Project, addressing a local group or radio audience, usually with a staff member, but occasionally alone (with local groups with which they are affiliated), and lately one or two have borrowed the slide-tape show (see IV/2) to use in such presentations before groups. Others have arranged to have cards printed up with the Project name and telephone number, to be left with people who for any reason might want to be in touch with us; and written articles for local newspapers and shoppers' news-sheets and school newsletters, supplying information about the Project and urging prospective students or volunteers to call.

The Project has had its own newsletter for volunteer tutors, and this has been written and produced by volunteers, with staff liaison and support. This has been an excellent role for some volunteers who had tutored as long as they wanted to but whose enthusiasm about the Project remained high and who still "want to do something." The newsletter has included teaching tips gleaned from volunteers, staff, and other literacy projects' newsletters; news of publications recently acquired or produced; columns of opinion; articles and recipes written by students; and general appre-

ciation and encouragement. Ex-tutors and current tutors contribute a great deal to such an effort, because they have the perspective of the other volunteers for whom the newsletter is intended.

The staffing pattern envisioned when the Project was first designed included a gradual transfer of duties from Coordinators to volunteers, so that after two years, Coordinators would have worked themselves out of their jobs and volunteers would be carrying on most of the recruitment, training and support of other volunteers, with necessary but minimal support and continuity from ABE personnel. Encouraged in part by the Literacy Volunteers of American model of Affiliates, which are entirely volunteer-staffed local chapters of the literacy effort; and motivated further by a need to convert a federally-funded project into a less expensive version within three years, when its functioning successor would have to operate in considerably reduced financial straits, we hoped to create a program largely staffed by volunteers, with technical support and liaison with other human services agencies and continuity provided by ABE field staff.

In a word, the transfer of Coordinators' functions to volunteers did not happen and showed no signs of happening. Coordinators became very fond of the work they were doing and were totally unmotivated to hand it over to anyone, paid or unpaid. In fairness, it should also be said that Coordinators began to accumulate the confidence and expertise of our collective experience, so that identifying and appointing "team leaders" among volunteer tutors in an area, who would be directly in touch with several volunteer tutors and communicate their needs to the Coordinator -- this idea was much discussed but never came near to getting off the ground. The nearest it came to flying was in Milton, at the extreme northern edge of the Project area, some 60 miles from the Project office and even further from the Coordinator. There, one volunteer with teaching experience and energy, acknowledged by other volunteers from the first to be a leader, was designated as something like a team leader, but this worked out in practice to concern mainly practical

things such as collecting requests for materials for the Coordinator to bring at her next visit. The Coordinator, even at a distance, found no substitute for direct conversation with individual tutors (whether in person or on the telephone) to know what was happening for students and what tutors needed.

Whether this kind of transition from paid staff to volunteers could be effected anywhere with any grace is hard to say. Perhaps if the paid staff were not very effective in their jobs and if it was absolutely certain that there would be no money to continue their positions past a certain date and if they did not much enjoy the work in any case ... perhaps then it might work. There is still the whole prickly matter of motivation. It may be that the only way to create an all-volunteer local effort is to begin one that way from scratch, not remodel a program which includes paid personnel.

8. A Further Note on Staffing Patterns

Project staff, in examining almost three years of work following staffing patterns basically set out in the job descriptions in Appendix A, have begun to question whether a more effective distribution of personnel might not be to remove the specialization involved where Home Tutors basically deal with students and Coordinators of Volunteers basically deal with volunteers. Rather, it has been suggested that each staff person might perform all the functions of both positions, but in a smaller area than now covered -- in one or two towns, rather than the four or five now served by each Home Tutor and Coordinator. In this way, the same person who had worked initially with the student would be training the volunteer; the same person who recruited students would recruit volunteers, and by "hanging out" in a community would simply become identified as a person for anyone to turn to in order to get involved in the literacy program in any way at all. The "area person," as this paragon has come to be referred to, would become thoroughly acquainted with and known by the family networks and agency outreach personnel and community leaders in his/her area. Many of the complicated inter-staff communications cited in parts of section III above would be

unnecessary, since the same individual would be dealing with the student (not only "dealing with" but initially tutoring), the volunteer (from recruitment to training, to sorting out snags), the community and the local agency personnel. This pattern is being tried out in one 2-town region of the Project area during the last six months of the Project, to determine what promise and problems it presents.

Most staff have reacted with some excitement to the possibility of functioning in this jack-of-all-trades way, in part because of the advantages listed above. Some constraints to this pattern might be:

1) the scarcity of individuals who are equally capable in and enthusiastic about both the tutoring and the work with volunteers and the community at large; a tendency to spend the greater part of one's time on the part of the job that one liked better, or conscientiously to apportion the time but to feel frustrated when spending time on the less favored aspect;

2) the relatively low numbers of students whom staff members feel they could tutor (on a temporary or more permanent basis, depending on their prospects for getting a volunteer tutor) if they also had to do all the volunteer coordination in their area -- about 20 students is a common estimate; if this were so, service might indeed be excellent, but it would take considerably more staff to serve the 280 or so students we now serve in the two counties;

3) the total dependence on one person in each area for the success of the program there, with all the accumulated familiarity with the area and its people acquired by only one person, so that this local expertise would be entirely lost to the program in one blow should any area person leave the job, as no other staff member would be sharing that area.

It may be that we will find it possible to have an area person in some parts of the Project area and stay with the separate Home Tutors and Coordinators in others. In any case, the area person is an option for other programs to consider.

IV. PUBLICITY

Publicity is basically the way we communicate with the community. Before we do it, we need to be clear about 1) who we are trying to reach in the community, and 2) what we want to say to them. Our three answers to the second question have provided the answers to the first:

1) Adult illiteracy is a problem in this community right here, not just in New York or Detroit, and together we can help reduce the problem.

   This message needs to reach as many people as possible, and often enough so it begins to sink in. The broader the awareness that there are quite a few adults here who cannot read and write very well, the more cooperation and involvement can be expected from the community at large.

   Tied in with this consciousness-raising effort has been an attempt to get people who write letters, notices, or any form of communication addressed to the public or large segments of it to use simple language, avoiding ten-dollar words and six words when one will do.

2) The Project is a resource for people who have difficulty with reading, writing, and basic math.

   This message needs to reach people who could use the tutoring, and it cannot reach them in written form, although it can sometimes start out that way, aimed at persons in touch with potential students, who will pass the message orally.

3) The Project staff is a resource, but it is the community's problem, and we are seeking people willing to be involved--either as volunteer tutors whom we will train, supply with teaching materials, match with students, and help as they tutor; or in some other capacity such as writing/illustrating materials.

   This message needs to reach people with time to make a commitment, especially those who volunteer to tutor, since we stress staying with the student and try to have people

make a mental commitment of a year's time, although they are not legally bound to it.

Different messages, different target audiences, although they overlap. Failure to communicate any one of those basic messages would definitely compromise the effectiveness of the Project, in particular by leaving it isolated from the community it attempts to serve.

1. Newspapers, Radio, TV, Pamphlets, Posters.

Publicity conducted in the media functions essentially as a broad base upon which to conduct more personalized forms of contact with the community. We have had people call in to say, "I saw the article on the reading program in the newspaper, and I want to help," or, "I heard your ad on the radio. I have this neighbor who can't read, and I wanted to find out more..." When this happens it is delightful, but such responses are not numerous or frequent enough to sustain a program over several years. What is important is that people see and hear about illiteracy and about the program which addresses itself to the problem, so that as we call someone for the first time, they respond with some glimmer of recognition and welcome ("Oh yes, I saw something about it on TV."), rather than a total blank ("Who?").

Newspapers. A feature article from time to time in any and all newspapers read in the program-area is helpful. A long interview enables us to explain some details and express enthusiasm as a 30-second radio or TV spot will not. It is well to do such interviews in pairs, as one person can listen while the other talks and clear up any points which may have been left unclear, and it gives the interviewer two chances for someone who interests him/her. It is helpful to supply the interviewer in advance with any written material or documentation that already exists about the program, and it is perfectly acceptable to suggest the areas you want to be asked about, to stress. Interviewers will usually ask for statistics; decide for yourself which ones are important to the message you want to convey, and have them available, but don't be forced into a long

recitation of statistics if this is your opportunity to express the unique and exciting features of the program. Most editors are reluctant but all so far have been willing to let us read over the article after it has been written up from the interview notes and before it is set in type. This is very important Newspapers reach a lot of people, and it is essential that the information be accurate, for most people will retain their initial impression, whether accurate or not. We have told editors that we share with them a deep concern for getting accurate information to the public; we will come to their office at whatever time is convenient to read over the text; we won't attempt to make major changes but would write down any inaccuracies we discover, and they can decide whether to make the change or not. Sticking to this, we have found both writers and editors very cooperative.

From time to time we have supplied photographs (well-defined, clear, black-and-white 8x10's) with captions to local newspapers, especially showing tutor-training sessions and encouraging more volunteers, giving the Project telephone number. We have also supplied newspapers with a sheet of "fillers," one-liners promoting the Project, which papers can use at their discretion when they have odd spaces to fill -- e.g., "Want to be trained to teach an adult to read? Call 453-3710."

Radio and Television

Virtually all radio and TV stations do public service spots, and we have used such spots on all the stations which reach the Project area. We write the spots and bring several people (for variety in voices) who speak clearly to record them at the radio stations. For TV, we have written the text, supplied the illustrations (either a slide or a large bright cartoon on poster-board), and brought them to the studio, where the TV station will do the actual production. Such spots should be changed every few months, so that people don't tune them out or even become annoyed by the repetition. Bringing several spots in at once, to be used in rotation, helps the variety.

We have also seized every opportunity to be on radio and TV shows, either the interview type or the sort where listeners call in to the studio and ask questions or make observations. In these, we are trying to send some of each of the three messages outlined at the beginning of this section IV, and it can be difficult saying things aimed at potential students, potential volunteers, and the community at large which has no idea that there are adults who can't read well. As with newspaper interviews, it is worthwhile to supply as much printed information as possible beforehand as homework for the interviewer, so (s)he will ask reasonably well-informed and appropriate questions.

Pamphlet or brochure. A pamphlet or brochure describing the Project and letting people know how they can be involved has been very useful and need not be expensive. It is well to obtain the technical advice of someone knowledgeable in such publications, since the format and appearance will be at least as influential as the information provided. Indeed, if either sufficient funds are available or professional help can be acquired on a volunteer basis, it would be optimum to have the brochure written, designed, laid out, and seen through production by such an expert. In this case, project staff should have major input at two points in particular: the beginning, to provide both the information and the feeling to be conveyed; and at the end (before actual printing!), to be sure the pamphlet actually communicates the desired message in the desired manner, lest thousands of copies say something unintended.

The print shops of the local high school and vocational school were very helpful to us with design and production. It was when we went to a commercial printer, in fact, to print a revised version of our brochure (see Appendix J) that we were most disappointed. We did insist on seeing a proof before having 12,000 copies run off; when we objected to the poor quality of the photographs we were assured that only the proof was that way; it was our error not to insist on seeing an exact copy of the finished product and have been told by others that they were put off by the drab appearance of the brochure, until they read it and were enthusiastic about the program itself.

Pamphlets can be distributed in countless formal and informal ways. They can be handed out at speaking engagements when addressing community groups, They can be given to field staffs of other agencies which work with our target population. Other means of distribution we have used:

1. With superintendents' permission, distributing through the schools, by sending one home with every child.

2. Leaving piles of them with Town Clerks, Postmistresses/masters, and general-store owners. These people who often will not or cannot peddle the program to customers/clients but can make the information available in a brief, convenient format.

3. Public libraries -- if staff is supportive of the literacy program, they may keep some of the pamphlets on the circulation desk where most library users will see them.

4. Doctors' offices and other waiting rooms. Staff and volunteers leave some pamphlets in waiting rooms they visit. A local association of doctors agreed to distribute pamphlets to its members for their waiting rooms.

5. Town meeting --since Vermont towns have a public meeting each year, it was a good opportunity to reach all the towns in the two-county region; where possible, staff attended the meeting and distributed the brochures.

6. Day-care centers.

7. Churches, through a mailing and sometimes in person.

Posters. Posters can be aimed at either volunteer tutor recruitment or at student recruitment. If the latter, obviously they must catch the eye of someone who can read who can pass the information to a non-reading friend or relative. We have used posters almost exclusively for recruitment of volunteer tutors and have used the

the ones printed and sold by Literacy Volunteers of America, Inc., filling in our own phone number, etc. It is possible that a poster contest in a local school would cause people to look at the problem of illiteracy in the community and gain some publicity for the program seeking to meet the need. Staff and volunteers have placed posters on bulletin boards in general stores, laundromats, supermarkets -- anywhere where many people from a town gather.

2. Addressing Groups in the Community.

At the beginning of the Project, each Coordinator contacted many different agencies and organizations, letting them know something about what the Project could offer and indicating our availability to speak at meetings of any groups which expressed interest. These included churches, schools, Granges, service organizations such as Lions Club and Rotary, PTO's, RSVP, public libraries, the A.A.U.W., the Extension Service and through them the home-makers groups. State, local, and private human service agencies were contacted, and from time to time a member of the Project staff has been scheduled to address all the personnel of a given agency, or a department, to explain what we do and answer questions and make appointments to follow up the presentation with individual visits with those who show interest.

Of great help in making such presentations has been a slide-tape show we developed from about the seventh to fifteenth month of the Project. Seventeen minutes long, it has no connecting narrative but consists simply of the voices of adult students telling what their experiences have been in a literate society, their hopes and frustrations, their school experiences, how they feel about themselves. These voices were edited from hours and hours of interviews with students, after two of the Project Staff consulted with an oral historian at the state university on interviewing techniques. Artistic unity and technical excellence were achieved by an audio-visual expert hired by the Project to produce the show, a person supportive of the Project and sensitive to feelings of the students involved.

With the voices go slides which interpret what is being said, sometimes literally, sometimes not. The entire effect is to make people think about what it would feel like not to be able to read or write very well in this society. The slide-tape show itself, called Perceptions, makes no pitch for anything, it simply states the students' experience. When showing Perceptions to a group, a staff member will usually give people an opportunity to respond to the presentation, then will describe more factual aspects of the program -- how it works, why volunteer tutors are needed and how they are trained and matched to students, and inevitably some considerations of why there are illiterate adults in our community.

Presentations to groups usually address all three of the major considerations discussed at the beginning of part IV, viz. consciousness-raising about the problem of adult illiteracy and recruitment of students and volunteers. It is always worth remembering that each of the members of any group of a dozen to 50 or a hundred has a vast number of friends, relatives, contacts. If they see and understand the vital importance of the literacy program and support it, they become its informal ambassadors in all manner of formal and informal gatherings which Project staff will never attend. Also, one never knows if all the people in a given group can read well themselves, or if their friends and relatives can. By speaking sympathetically about the problems of people who have trouble with basic life-skills, one may open the way for someone discreetly to investigate the program. It is a good idea to be as familiar as possible with the membership, activities, and purposes of the group to be addressed. If possible, it is helpful to talk informally with one or two members beforehand. It is also useful to go in pairs to make presentations, both for moral support and to present two points of view.

We have sometimes sent one staff person and one experienced volunteer tutor to address groups, especially when the volunteer is someone recognized by or even a member of the group. Volunteers have a unique authenticity from their own experience, and as volunteer tutors find that they are unable to continue to contribute the amount

of time that tutoring involves, it is useful to ask whether they would be willing to help in a different way, to be called upon from time to time to help explain the program to others. Some are too shy to do this, others gladly do it. It is worth asking.

For the most part we have encountered great interest and support from groups we have addressed. From time to time, we encounter someone who has her or his own agenda and, during the question period, will harangue against the welfare system, the schools, the Federal government, or whatever their pet grievance is. For the most part, we have tried to explain briefly and simply how we differ from other administrative units and programs, then go on with matters related to what we are doing. Very occasionally there is something bordering on open hostility, which goes something like, "They had their chance in school. I don't see why my tax dollars have to be used to coddle these bums." There is no pat answer for such a statement and probably nothing that can be said will actually change the speaker's mind. Often if we can avoid sounding too defensive or being rattled, another member of the group will disagree with the resentful attitude and speak up on behalf of giving people a second chance. Before groups which include many local employers, we often refer to their expressed need for competent employees and describe the ways that increased literacy skills have helped our students (always anonymously of course) to become more employable and thus less likely to need costly public assistance programs. We stress the relationship of literacy to economic independence.

It is a good idea to be clear about what a particular group might contribute to the literacy effort, before addressing them. Most groups are potential sources of volunteer tutors. Some include people with skills or other resources to contribute, e.g., writers and artists who might help in producing materials for adult new-readers; printers; people with deep roots in the community whose word will authenticate the program with many people. Groups are accustomed to being asked for money. Sometimes money is needed, but the real, broad-based community involvement which makes a rural literacy program successful, comes from much more than money -- from

actual personal participation of many members of the community. Before speaking to any group, be ready to answer the question, "What could we do to help?" Be specific. Welcome their involvement. And follow up on every offer of participation, no matter how tentative; write down names and telephone numbers as people talk with you, and get back to each individually.

3. Individual Contacts.

While, as the previous section indicates, we do address ourselves to groups in the community, it should be evident from all that has been said that our way of getting things done is primarily through individual contact, whether this is the basic student-tutor relationship of one-to-one learning, the training of a volunteer tutor to work with a specific student, or our on-going contact with other agencies and programs. Perhaps our most essential role, overall, is as what we broadly term "linkers." That is, we are linking people with literacy needs with others, certain of whose needs are met by helping the people learn to read and write better; we link students to other resources such as libraries, human service agencies, local experts on things they want to learn. Being linkers involves a lot of telephoning and a lot of visiting. It means finding key people in each community, spending some time with them, getting their recommendations of other people who have time and abilities to contribute to the literacy effort, contacting each of those people, getting one or two or three other names from each of them, following up those leads in the same way, etc.

In other words, in a rural setting, in the long run both student enrollment and community involvement depend on word-of-mouth informal communications networks and depend on our tapping into those established networks, becoming known and trusted. Students who feel they are really learning tell relatives and neighbors about it and put them in touch with their tutor. Volunteer tutors who feel positive about their tutoring experience urge friends to become volunteer tutors. We find every way we can to facilitate those kinds of communication.

After the initial stage of the Project, when a great deal of energy naturally went into making the contacts needed to get started, it has been necessary to force ourselves to continue the process rather than to coast along doing buiness with just the people we already know. While it is gratifying to have many people say, after 2½ years in the community, "Oh yes, I've heard about your program," it is discouragingly true that others continue to tell us they have never heard of us. This means that there remains plenty of work to do in communicating with many people in the community. It becomes second nature when one meets a new person to ask who else they know who might be interested!

4. Advisory Board.

Since about four months after it began, the Project has had an advisory board, called the Task Force, including members who are students and volunteers, school people, a librarian, and interested agency personnel. Careful selection of such a board can give the Project a valuable extension of its "eyes" and "ears" (as well as "mouth") in the community at large. In every community there are some people whose word is taken seriously by many people. It is worthwhile trying to identify them and asking them to be on the board. We have also tried to get people who represent a wide cross-section of the geography covered by the Project, so that we may have a member who is a volunteer from one town, a school counselor who comes from another town, and a student from yet another. While the board may not meet frequently as a group, its members can be contacted individually for assistance and advice.

When, after its first year, the Project added a second county to its target area, it was clear that a separate Task Force for the new county would be optimum, since it would have quite separate problems in starting up, hence a different agenda for its Task Force. Also, personnel for the Task Force could be drawn entirely from the new county, so that we could draw upon their knowledge of and specific interest in that area. It is doubtful, too, whether many of the busy people on the two Task Forces would have had the time to drive to each other's locales for meetings. Having the separate advisory

boards for separate areas has worked well and has a good deal to recommend it.

V. Record-Keeping

Record-keeping usually feels like a curse but in moments of truth can be a blessing. Hardly anyone -- and especially not the people-oriented types who turn out to be good Home Tutors and Coordinators - likes dealing with them day by day, especially since each hour spent recording what is going on would seem so much better spent by doing what is going on; yet the time of reporting comes, and no amount of head-scratching recollection can recreate the vivid details of six months of work as noted daily.

Record-keeping is the visible tip of the ice-berg of accountability, both to the student and to the funding-source. Unseen beneath it is a deep commitment to provide the best possible opportunity for learning to take place for adults, learning which fits them, both in its substance and its delivery system. What is seen in the records is the data which demonstrates that the commitment is in fact being translated into program which is actually accomplishing what was intended; or it shows that what was intended is not being accomplished, and why.

"Who pays the piper calls the tune" has an important influence on the nature and extent of record-keeping. Those who provide money to carry out a program have a right to be shown that the money did what it was provided for, and even a right to stipulate what kind of data must be provided in order to do this. This standing obligation to a funding source (or to several, which can complicate things somewhat) critically affects the records which are kept. In most cases, the guidelines for keeping financial records are set out in some detail in regulations, and for this reason financial records will not be discussed here: Although it is an important task, one usually has few choices either as to whether one keeps them or how, so there is little to be gained by recommendations.

But not only financial records are dictated by the sponsoring agency; records of program activities, too, are largely determined by the nature of the information required by the sponsor to demonstrate program effectiveness. In general, these tend to be quantifiable items such as pre- and post-test scores, number of hours of instruction and/or duration of participation in the program for each student, grade levels gained, etc.

An important principle of program evaluation stressed by Arden Groteluеschen and Dennis Gooler in their National Leadership Training Workshop in Adult Basic Education Program Evaluation (a 309 Project of the U.S. Office of Education carried out by the College of Education, University of Illinois at Urbana-Champaign in 1973-74) is that where there is a descrepancy between the kind of information required by a sponsoring agency and the kind of information which those who are carrying out the program believe to express more truly the real accomplishments and importance of the program, both-kinds of information should be provided in reports and evaluations.

One problem here is that at the outset of a project it may be far clearer which information is required by the sponsor (e.g. in the case of ABE programs, information to be reported by the State to USOE, such as the age, race, sex, grade level of each student) than what information will express what is really happening for adult students who participate in the program, whose lives are affected and changed. Perhaps because it is known that it is difficult to acquire lost information retroactively when decisions are made late that certain records would indeed be useful, the temptation is to keep records on absolutely everything from the student's birthday to his shoe size "in case we need it later." Fortunately in our case, this administrative anxiety was offset by field staff's reluctance to keep any records at all, at least in a standardized format, so that we arrived at a reasonably comfortable middle ground, although principle and practice still do not entirely coincide: harried Home Tutors have met the letter of the law by establishing a student record file, complete with the student's name and (usually)

address at the top of the record sheet... but have not found an opportunity to conform to the spirit of the law by filling out the rest!.

It is our experience that staff will be far less reluctant (although not, alas, eager) to keep records whose purpose and necessity they understand and whose format they have helped to determine. This requires cooperation between the program administrator, who generally has the clearest idea of the imperative of keeping certain records, and the field staff who will contribute most of the data. Working together, they can come up with forms which will streamline the data-gathering for everyone without omitting basic items. Certainly everyone should be looking critically at all records all the time, to spot any information which may once have been gathered for a valid purpose or with a view to an anticipated need, but which at a given moment is serving no identifiable purpose at all. Before eliminating that portion of the records, however, everyone whose work relates to that record should be consulted. If someone can justify it, it should be kept; if no one can justify it, it should be eliminated. But there should be some specific justification for every portion of records kept.

One further general note before proceeding to sections about records on specific aspects of the program. A colleague says frequently to her staff, "I'm not being morbid, but I want you to keep track of all you do in such a way that if you died tomorrow, someone could step in and carry on your job with all the information you have now as you're doing it." With a far-flung field-staff, working basically solo, there seems to be a temptation for each tutor and coordinator to keep records which are available or comprehensible only to the individual, with notes of homework assignments on the backs of envelopes and a request for certain reading material jotted on a loose page of one's appointment calendar. While we acknowledge that the most crucial single factor in the effectiveness of tutoring is the chemistry of the relationship between student and tutor, which essentially cannot be recorded or replicated, a clear record of the aspects of the student's learning which can be expres-

sed objectively provides continuity and context for that relationship. Thus, one effort of the record-keeping routines which follow is to combat this centrifugal force of a highly individualized widespread rural effort in order to maintain good communications and collect data which will declare the effectiveness of the program and, if need be, justify its continued existence.

1. Student Records.

Since students' progress toward their own learning-goals is what the program is all about, records of those goals as they are determined and of students' progress toward or accomplishment of them are the most essential records we keep. From a program point of view, they tell what is happening... and what isn't. From the student's and tutor's point of view, the records provide benchmarks by which they can remind themselves of progress in learning, when either student or tutor becomes discouraged with the learning. When students change tutors, which happens frequently, either in transferring back and forth between staff and volunteer tutor, or when the student moves to an area served by a different Home Tutor, the basic facts of the student's learning are visible, even though various aspects of his/her learning style, preferences etc. need to be spelled out in person by the former tutor and never can be fully communicated.

One form, called simply Student Record (see Appendix Q) is filled out in the early stage of the student's participation in the program. It records the student's name, address, telephone if any (an estimated 40-50% of our students do not have telephones), and directions to the student's house; if the person was referred by an agency, all this information may be acquired from the Agency Referral form (see Section V/3 below and Appendix T). When the tutor first visits the student, (s)he records the date, the learning-goals expressed by the student, and any pertinent comments on the home situation as it may affect tutoring.

A word may be in order here concerning confidentiality (see also section II/8 above). These records are for staff use only and are never shared with anyone else, although a volunteer tutor may see her student's record, at the discretion of the Coordinator. Even within the staff, the general principle of need-to-know prevails, i.e. student records are consulted only by a staff person who needs specific information about a student for a legitimate use on the student's behalf. Tutors do in any case use discretion in recording comments about the student's home situation; sensitive issues such as alcoholism, awkward domestic arrangements, etc. are not recorded but are conveyed, if and as necessary, to other staff concerned where such information has a strong influence on assigning a volunteer or orienting a volunteer. Facts such as isolated location, absence of transportation to go to a volunteer who needs to tutor at home (i.e. facts with no concomitant danger of compromising the student's integrity or reputation) are recorded here.

The Student Record also provides space to record results/conclusions of formal and informal diagnosis. Since a variety of instruments are used, depending on the student and the circumstances (see section II/4 above), no specific instrument is pre-designated, but the areas which must be assessed are listed, so that the tutor has to acquire information about each, in whatever fashion is suitable -- vocabulary, IRI, phonics, writing sample (for intermediates). In each case the tutor is free to list the strengths and the learning-goals. It shows the specific objective (which should in theory relate to the goals listed on the Student Record), the materials used, the skills stressed (which again should bear some resemblance to those prioritized on the Student Record), dates of the project, and comments. A new section of this sheet is used for each new learning activity. In candor, this record has been the most difficult for tutors to maintain; they know the information which would go in all the blanks, but time to actually record it has been hard to find.

Stapled inside the front cover of each student's file is also a record of the student's participation in the program, in terms of time. Each time the student becomes inactive or becomes active again the date and brief explanation are recorded with the tutor's initials. Because students in our program have free access to participate at times when other circumstances in their lives make studying possible, and to drop out for a time when their situation warrants it, with re-enrollment encouraged by occasional contact from tutors, the progress and activities in the files are sometimes only explicable in terms of the student's record of activity and inactivity in the program. This record also enables us to examine patterns of participation and non-participation of students.

When a student becomes inactive, her/his folder is moved to an Inactive file, where it can be fetched when/if the student becomes active again, and where it can be consulted for gathering general statistics about the program or for reporting on a time-span during part of which the student has been active.

At the time when a student is first enrolled and a folder made, a Rolodex card is also made for the brief visible file of active students and tutors which stands ready for quick reference by staff, showing the student's name, address, telephone if any, tutor's name, and date of enrollment. This brief record saves searching through file folders for the most rudimentary information (e.g. Is student X_____active now? or Who is student X_____'s volunteer? or What is the student's telephone number?) and is helpful for lists and mailings.

In general, Coordinators keep these records for volunteer tutors, gaining the information from personal contacts with the volunteers to discuss the tutoring situation. At times, completing the forms can remind a Coordinator (or Home Tutor, for that matter) that things are getting a little loose and too much is unknown. Then there may be an effort to clarify goals a little more, or to be specific about what skills are really being gained by this activity, or to find materials more related to the stated objective, or to complete some diagnosis once begun which never finished providing

a picture of the student's skills-needs.

In addition to forms, any other material pertinent to the student is kept together in her/his folder. This may include correspondence from other agencies or individuals concerning the student, the referral form (see section V/3 below), photocopies of written work which shows the student's progress, or notes or lesson plans left by a former tutor. By opening a student's file, one should get a fairly clear idea of what the student wants to get done and what has in fact been happening; the total contents of all the student folders represent the substance of the Project's activity.

2. Records of Volunteer Tutors

Initially, the important information we need about a volunteer is the name, address and telephone number. This enables us to communicate with her, usually to visit, to explore whether she will move from being simply a volunteer (i.e. someone who is willing to do something) to being a tutor (someone who is actually doing it). Whether the Coordinator gets this information through a telephone message from the office or at the suggestion of someone in the community, it is essential for making contact with the volunteer and getting things started.

Because Coordinators work from their homes to cover their respective geographic ares, not basically from the Project office, their continuing records on volunteers are retained individually and not collected at the office. (The exception is the Rolodex short-form which shows a card for each active volunteer at any given time, giving name, address, telephone at the office, for ready reference, and Coordinators are responsible for updating it to reflect changes in active/inactive status of volunteers and changes in their matching with students.) Also, there is virtually never an occasion when one Coordinator needs to consult the records of another, since they cover different geographic areas.

Each Coordinator keeps a separate page for each volunteer, with a running record of information gained in each contact, whether by telephone or in person. It shows training dates, then the substance of all further conferences -- teaching-problems raised, materials requested and/or delivered, communications problems with the student ... anything. From this running narrative it is possible to look at the development of the tutoring situation. But the surprising truth about records of volunteers, is that beyond the name, address, and telephone number, they are really not about the volunteer at all: they are about the student and the inter-action between student and volunteer. This is their whole purpose and justification. Because staff do not work personally with (most) students tutored by volunteers, our continuing conversations with volunteer tutors constitute our opportunity to collect the same kind of data, with the same rationale, as the Student Records described above.

Little more need be said about records of volunteer tutors. Initially, when we were still giving group workshops and many volunteers were coming from our mass media recruitment campaigns, we did have a Registration Form (see Appendix S), which may be helpful to others who train volunteers in groups.

3. Records of Referrals and Agency Contacts

Maintaining good communications with the personnel of other public and private human service agencies is important to a home-based rural literacy program (see section IV/2 above) in order both to identify students and to provide a full range of options for people to deal with the multiple social, personal, and economic problems which frequently accompany illiteracy. If agency staffs understand how tutoring can help their clients become more self-sufficient and more able to undertake tasks in areas of their life other than reading and writing (e.g. health, employment, parenting, consumer economics), they will refer their clients for help with reading.

But for this flow of referrals from agencies to continue over a long period of time, two things are necessary: First, that the tutoring actually help the person; second, that the referring agency be consistently informed about the Project's response to their referrals. For this reason, whenever an agency referral is received, whether by the Project secretary or by one of the field staff, an Agency Referral form (see Appendix T) is used. This lists the student's name, address, phone if any, the referring agency and the contact person there, and any comments made by the referring person about the client's desire to study. After the Home Tutor makes an initial contact (or sometimes two) with the person, (s)he indicates on the form the date of the contact and the substance of whether and what the person would study. The secretary then files the Agency Referral form in the student's folder, and at the same time writes the student's name in her desk calendar on a page two months ahead. When that page comes up, two months later, the secretary pulls the Agency Referral from the student's folder, returns it to the Home Tutor who made the contact, and requires the information for the bottom third of the form, which indicates what the student's status with the Project is, whether (s)he is working with a Home Tutor, a volunteer tutor, or has declined or deferred studying. This sheet is returned to the secretary, who sends a copy of the report at the bottom to the referring agency, attention of the referring person, and the whole Agency Referral form is returned to the student's folder, with the record of what was reported back to the referring agency.

If on first contact, the person says immediately that (s)he is not interested in studying, we do not go through the whole routine with the two-month delay, but complete the entire form right away and report to the referring agency at the same time, so they will know that we responded to the referral and that the person chose not to study. This rarely happens when the agency person has checked <u>beforehand</u> with the student to determine whether (s)he wanted to study, although it does happen where an agency puts some pressure on the person to study in order, e.g. to become more employable, or to satisfy the terms of a parole. In that case the client may not

feel (s)he has the leverage to indicate that (s)he is uninterested in studying, because there is too much to lose by resisting a counselor or case-worker; the person may, however, tell the Home Tutor quite frankly, and then we get involved in some occasionally complex negotiating between the agency and the client, who turn out to have different agendas.

Another situation wherein we do not go through the whole two-month reporting routine is when a person begins studying but quits before two months pass. In this case, as the student file is transferred from the Active to Inactive file, the report back to the referring agency gets done.

The Agency Referral forms for people who were referred but never did study are kept together for reference (obviously, since they do not study, no student folder is set up for them), and these, with the comments of the Home Tutor who made the contact, and a record of the report to the referring agency, can help untangle potential confusions between the Project and other agencies ("I thought we referred him to you last April..."). Also, since many people are served by numerous agencies, they are also referred to us by more than one agency, and a record of one contact with a potential student, in response to one agency's message can save the time (and aggravation to the person who already said (s)he didn't want to study) of tracking someone down a second time when being tutored is not on their agenda.

It should be stressed that the brief report-forms which we send back to referring agencies do not correspond to or replace personal contact with the personnel of these agencies. The function of the report-slip is to build in a device whereby referring persons consistently get <u>some</u> feedback on our response to all their referrals. These reports on all referrals are complemented by personal conferences which enable Project tutors to be aware of the intentions of the referring person and how increased literacy may fit with the rest of what the agency is working on with the student; and enable agency people to understand the learning situation and the fact that we are not in a position to force anyone to study or learn.

The whole area of confidentiality is touched again in the matter of reports to and communications with other agencies (see section II/8 above). It should be noted that the report-slip which routinely goes to referring agencies tells only whether the person is enrolled in the program, and if not, whether the person indicated an interest in studying at some later time. The substance of the person's learning, their home situation, the personal life of the student -- these are not appropriate to such a report and are not discussed in personal contacts with agencies either, unless we have the student's consent.

4. Staff Journals

For the entire duration of the Project, each staff member has kept a narrative account of her/his daily activities. There is doubtless no one who would claim that a rural literacy program could not be accomplished without this means of communication, but over the three years the journals have proved invaluable in several ways:

1) Reviewing one's day's activities in order to record them has the effect of reminding one about loose ends; it is also a means of taking stock of the day's accomplishments, which is important in a job which exposes a staff person to so many of students' overwhelming problems each day that by the end of the day it can seem that nothing was or ever could be done to change lives and situations.

2) A record of contacts with students, volunteers, other staff, agency personnel, and others can be invaluable in recovering a sequence of events when some aspect of communications goes awry.

3) For many people, the journal has been a forum not only for recording events but for developing ideas on the connections between events and exploring their significance. This kind of reflection has preceded many of the innovations we have tried, in response to recurring needs or problems.

4) The journals have provided the Project Director with an overview of the Project as a whole at any given time, a sense of the energy, interests, discouragements, ideas, apprehensions, enthusiasms of a staff spread over two counties. It is uncanny how frequently the same tentatively stated idea or concern would appear in several journals simultaneously and could be proposed for discussion at staff meetings (see VI/2 below) or, if it pertained to only a few within the staff (e.g. the Coordinators or the people working in one region), at a small grouping of those involved.

5) For the first two years of the Project, basically only the Project Director read the journals, although they were available for perusal by any staff members; there were some exceptions in specific instances, but no one else was regularly reading another's journal. Feedback from the Project Director on journals was oral at first, later written, often asking for follow-up on an event described in the journal, encouraging a new idea (sometimes <u>dis</u>couraging a new idea!), or commending another staff person as a resource for dealing with a problem. Feedback on the feedback sometimes evolved into dialogue with creative possibilities for the Project as a whole.

6) During most of the last year of the Project, current staff journals have been collected in a box in the office, where any staff person may read any other's journal. The same kinds of feedback, recognition of connections, and dialogue have happened on a broader scale than when the Project Director alone read the journals. The practice has appeared to heighten both staff accountability to one another and awareness of how others are going about their related jobs. A few people read most of the journals and most people read a few others', those whose jobs most clearly bear on their own.

It is to be stressed that journals need not be written in a style which qualifies them for Pulitzer Prizes (although a certain degree of legibility is the bottom line!), and indeed the time it would take to write them in polished prose could not be justified. Different staff have developed their own styles, from flowing to telegraphic. In general, whatever takes the least time to record sufficient detail to communicate and to record essential facts for one's own later use, is right. Each staff member keeps a carbon or photocopy of his/her journal, and the top copy is on file at the Project office.

VI Staff Development

1. Selection

Probably the single most crucial step in staff development is the first one: selection. Finding a group of people who are excited about the work, and are ready to keep learning and growing in it to enhance the skills and experience they bring to it, is essential. We do not believe that the Project described here could be successfully carried out by a group of people for whom "it's just a job." In our case, we have not been interested in formal credentials (although we haven't held it against anyone who has an extra degree or teacher-certification!). We have looked at previous experience of applicants not as another form of credential but as indicator of two related concerns:

1) Whether the person has people-work experience (not necessarily in education) which will have provided some orientation and training in dealing with many kinds of people and thus some realistic expectations of what this job might demand in the way of energy, patience, and flexibility;

2) Whether the person has sought out people-related jobs in the past, or has dealt largely with data or things by choice.

We look for someone who will put most people at their ease; someone with a sense of humor (not necessarily hilarious but sufficient for survival); someone who listens carefully to questions and explanations by the interviewing committee and shows signs of having a real interest in listening to others; someone who is able to feel good about him/herself and won't be looking for all her/his strokes from students; someone who communicates well; someone who has some clear idea about why this job would be exciting or fulfilling.

One may say that such paragons do not exist. But they do. And it is worth waiting for them to surface, rather than form a staff of mere warm bodies. If the right people are found in the first place, who fit the job and are excited about it, by and large they will stay. And that continuity will be an important factor in the success of the program. A rapid rate of staff turn-over drains valuable resources into training new people, resources which could be more directly benefitting students. A sense of group identity, commitment, and mutual support is also diminished by continual changes in personnel.

Once selected, staff people are given as much opportunity as possible to invent the exact shape of their jobs, with the job description as a guideline and with effectiveness of the service to the students as the primary criterion of success. Within those parameters, people try out doing their jobs in ways that feel right to them. Supervisory personnel stay in touch with them individually and also monitor the total network of jobs to be sure that people's individual inventions of their jobs mesh together and don't cause each other unnecessary work. This form of staff development gives people space to grow in and encouragement to invent. As the staff grows and is inventive, so is the program as a whole.

2. Staff Meetings

Communication is the crux of any work where staff must function as a team in order to accomplish a task which no one of them alone

could perform as effectively. The written records described in section V above are a part of the essential communications, but for day-to-day smooth operation of all staff, frequent, open, clear verbal communications are vitally important. These go on every day between and among every possible pairing and grouping of staff members, both by telephone and in person, but the greatest concentration of them takes place at the weekly staff meeting. A project which has a single locus such as a learning center, where virtually all staff see one another daily may find it possible and even desirable to have staff meetings less frequently than weekly, but with a scattered, field-based staff we have found it difficult to meet less often, and when a winter storm or mid-week conference or workshop has forced a two-week spread between meetings, we have always paid for it by a seemingly endless agenda when we do reassemble. It may well be that in organizations where staff are scarcely or not at all involved in determing policy, where it is established "from above" in some way, staff meetings could be less frequent, but for us the energy and innovation lost by denying staff this policy-influencing capacity would not be worth the meeting-time saved. There has, however, been a continuing effort to make staff meetings more efficient, and a brief account of the evolution of the form of ours is recorded below, for what it is worth to others starting up.

In general, the functions and purposes of staff meetings are as follows:

1) Specific messages and conferences between individual staff members who coordinate their contacts with particular students, volunteers, agency personnel, et al. Although this can be done at any time, it is especially effective when done while others are nearby, so that a pair of people may decide that a third should either be informed or consulted in the matter, and it can be carried out and concluded with that other person in a few minutes.

2) Ad hoc groupings of staff to deal with a particular problem, e.g. all those who work in a given school district to

discuss a sharp change in the schools' policies and attitudes toward adult learners.

3) Sharing of information useful (albeit in varying degrees) to all staff, e.g. conferences and workshops available; deadlines and guidelines for submitting information to be included in 6-month and annual reports; changes in office or record-keeping procedures, or reminders of those which have not been maintained; reports of meetings attended by any staff member on behalf of all; introduction to new materials received, whether purchased or developed in-house, and updating of what materials are currently being developed and in need of contributions from students; sharing public relations opportunities (e.g. radio, TV appearances, reporters willing to interview for stories in local papers) and finding out who is able, willing, or eager to do them; sharing information about programs which affect many of our students, such as Food Stamps, day-care opportunities, CETA program, etc.

4) Periodic reminders of the objectives set forth in our proposal, to evaluate progress and stir us up in areas which have been less attended to.

5) Sharing of new ideas, new ways of going about things, by any staff member, or soliciting new ideas for a problem one person perceives in her/his own work, wanting to know how others are dealing with it, trying some brainstorming if no one is very satisfied with the ways of dealing with it which have been invented so far. Some of these new ideas and problems-to-be-solved emerge from journals.

6) Planning: given limited resources and time and an increasing number and variety of ways to allocate the time and resources, we must decide some priorities together. There is a kind of centrifugal force which spins us outward from the most basic skills and competencies toward involvement

in the economic, social, occupational problems and circumstances to which our students are applying these skills, and toward various forms of advocacy. The balance is hard to maintain; here, we as a group can provide perspective and support to one another.

7) Examining the implications and the rationale of what we are doing, to stay in touch with the central purposes of what we are doing, to prevent the program from growing like Topsy, without design or understanding, with energy dissipated and staff frenetically busy but decreasing effectual. It would be an understatement to declare that we do not always agree on the implications and rationale of what we are doing, but this is the more reason to stay in dialogue about it, not less. Such dialogue at its best helps each of us to clarify our own thinking, even if it does not conform to some others'; at its worst, it creates the impression that there is only one way in which dedicated and right-minded people could think, and the rest are ninnies. This latter is a hazard of the dialogue but cannot be allowed to suffocate it. One staff member explains the recurrence of such strong assertions as resulting from the pep-talks one gives oneself ("I'm right, I'm sure I'm right!") when no one else is around to provide that affirmation in an isolated working-situation.

Once a month for the last two years of the Project, a staff meeting is designated for "Teaching/Sharing." Business items are dispatched as quickly as possible, and for at least an hour, staff share specific teaching techniques which have worked, almost worked, or occasionally failed disastrously. If someone feels stymied in efforts to tutor a particular student, the learning situation is described (anonymously) and other staff offer ideas from their own experience or reading. The Teaching/Sharing meetings developed as a result of some staff members' frustration that we always dealt with "nuts and bolts" at meetings and not specific teaching ideas, and also as a result of a realization, by the end of the first year of the Project, that our increasing experience and expertise in provid-

ing home instruction to adults was an almost untapped resource.

We have found that what to one person sounds like a terrific new idea may be to someone else a common thing quite taken for granted, so it has been helpful to ask each other questions in order to spring the ideas which it would not have occurred to some to share because "everyone does/knows that." The Instructional Resources Person has culled from cassette tapes of the Teaching/Sharing meetings ideas which could be written up as looseleaf supplements to the tutor-training material, so that new ideas are always being added. Volunteers have been contributors of ideas, too, as Coordinators shared what they have heard from them, and at long last we began inviting volunteer tutors to attend and participate in Teaching/Sharing meetings. CETA tutor-trainees also participate, and more and more frequently, 1-3 staff from other regions of Vermont's ABE program.

In the first year of the Project, the Project Director determined the agenda of staff meetings, drawn from journals, private conversations, information received by mail and telephone, etc. While there was some effort to cull out items which were of interest or import to only one sub-grouping within the staff (e.g. only to Home Tutors, or only to people who worked in northeastern Addison Co.) and arrange another time to raise the subject with the people concerned, basically we all sat and dealt with our business until it got done.

At the end of the first year, two of our members attended a seminar on Meeting-Leadership Skills in Boulder, Colo., and returned fired-up to increase the energy and efficiency of our staff meetings. The format resulting from the staff discussion that ensued divided the meeting-time into two one-hour parts, the first in small groups according to need, but basically alternating weeks when we divided by function, i.e. Home Tutors together and Coordinators together, and weeks when we divided by geography, i.e. Home-Tutor-Coordinator pairs would meet; the second hour was all together, with an opportunity to raise issues which the small groups thought should be put before the whole staff. In addition, a sheet on

the bulletin board invited staff to list topics they wanted to include in the meeting of the group as a whole. The Project Director continued to chair the meetings.

During most of the last year of the Project, this arrangement was refined to eliminate the formal groupings but to include a "Serendipity" time for the first half-hour, when staff could get their individual communications dealt with, in any combinations which are needed, which may be a bedlam of four or five pairs conversing or may be one or more meetings of three, four or five people who need to work something out together. A rotating chairmanship for the second hour, when all met together, was instituted, so each person only needs to assemble the agenda and chair the meeting about once every ten weeks. Later, a definite time-limit of two hours (including Serendipity) was established, to prevent meetings from sprawling on when people could be out tutoring; and if large topics remained unresolved, the whole group could decide to take it up again next week or, when not everyone was vitally interested in the topic, a smaller group of those who were interested could agree to meet separately and report back later.

In conclusion, a random listing of some topics covered at staff meetings over a 2½-year period may serve to suggest the range and nature of subjects under staff discussion:

-- checking out realistic numbers of students to be served and volunteers to be trained, to include in new grant proposal
-- how Home Tutors' tutoring methods differ from those we train volunteer tutors with, and why
-- how much diagnosis needs to get done for the HT to work with a student before a volunteer tutor is assigned
-- feedback & discussion from Learning Disabilities workshop
-- how we can work together with the Counseling Service
-- finding students and volunteers to be on the advisory board
-- input for revising student record forms
-- who will be tour guides for program visitors from Africa, USOE, etc.
-- discussion of our students' priorities among APL skills and what kind of materials might be developed around them.

-- Instructional Resources Person conducted a brainstorming session to find out what other people's priorities were for her job so it would be useful to theirs

-- discussion of how we respond to criticism and how we could respond more creatively, less defensively

-- responses to an article on "autonomous learning"

-- organizing a pen-pal activity between some of our students and students in a literacy project on the West Coast

-- volunteerism: staff attitudes toward volunteer tutors, their roles, their relationship to paid staff, their participation in decision-making and planning

-- discovering our commonly-held and not-so-commonly-held assumptions and intentions in training volunteer tutors (see Appendix G for results)

-- a continuing dialogue in a process called Futures Invention (developed by Warren Ziegler and others at Syracuse University) carried on for 9 months, to decide program direction in terms of long-range goals

-- various topics under the general heading of the politics of literacy, including our role as advocates for students

3. Liaision with State-wide ABE Program

Competition may be as American as apple pie, being a cornerstone of the free enterprise system, but there are areas of public and private life where it seems emphatically counterproductive, and basic education for adults appears to be one of them. The increased effectiveness which results when two groups with similar or identical goals devote their combined energies to a single effort, rather than to proving their superiority to one another, is of ultimate benefit to the adult learner. The target population of the adult Reading Academies program of the national Right-to-Read effort is identical to the priority population mandated to the Adult Basic Education program, i.e. least-educated adults, those who need basic reading and writing skills and ability to apply them to life-needs, generally referred to as competencies. This means that the two programs should and do combine resources, materials and expertise to offer increased quality and variety of services to adult learners. The fact that the ABE program was the recipient of the Right-to-Read grant made it easier to avert rivalry and destructive compet-

ition, but the innate connection between the two would be just as legitimate had there not been the administrative link.

Initially, there was definitely concern on the part of ABE personnel in other parts of the state (i.e. beyond the one and then two counties where the Right-to-Read Project was located) that the Project represented an unfair concentration of funds which were unquestionably also needed in all parts of the state. While some residue of this feeling may understandably have lingered, most of it appears to have been alleviated as ABE staff state-wide saw concrete and specific benefits to their own identical work, e.g.

-- the employment of a fulltime person to develop materials. Like ABE teachers everywhere, VT. ABE staff were and still are making their own materials in response to student needs. But whenever they do this it also requires their time, which cannot be spent in tutoring. Having a person to develop materials and a budget for producing them and an open invitation to all ABE students and staff to propose ideas for materials helps free up tutoring-time. The twenty or more publications of the Project are all geared to the same kind of students taught by other ABE staff and are freely available to them.

-- sharing of teaching and organizational techniques. Staff from the Project have given numerous workshops to ABE staff in other regions of the state to share newly developed methods; and many less formal meetings of two to four or five people have been organized to explore matters of specific common interest, such as organization of the volunteer-tutor program.

-- sharing of resources such as consultants, making expertise from outside the ABE program available to as many as want/need it within the program.

Such sharing is not, obviously, all one-way. Project members in turn gain as many new insights as they offer. In addition, the Project is represented at the monthy meetings of the ABE Program Improvement Group, which consists of ABE Supervisors and staff representatives from each region, which functions in an advisory capacity to inform policy-making in the state. Reports from these meetings often alert Project staff to common concerns they share with other ABE personnel, and subsequent meetings or telephone conversations are arranged to pursue the common interests. ABE staff from other parts of the state have also participated in Teaching-Sharing meetings. On an administrative level, very close continual contact is maintained with the ABE Area Supervisor by the Project Director (and other staff members). The Area Supervisor attends many staff meetings and participates in all major staffing and budget decisions.

In short, for ABE and any other basic education for adults to go their separate ways in any one locale seems to cut each off from a wealth of support and resources available, each to the other, and thus to diminish the quality of service available to students.

4. Conferences and Workshops

While funds for conferences, seminars and workshops have not been vast, there has been sufficient money to respond to some felt needs for in-service education and exposure to the wider field of adult education.

In a minority of cases, Project staff have been sent to out-of-state conferences -- or invited to make presentations at them. If well selected on the basis of applicability of program and recognized names among the presenters, such meetings can have the double effect of providing new ideas for those attending to bring back to the rest of staff, and also of providing some variety in the job (especially toward the end of a North Country winter!) and exposing us to people doing the same thing in very different circumstances, which provides perspective on our own choices.

More often, when a need for a particular kind of input is identified, we seek first to discover whether the expertise already exists within the staff or within Vermont ABE. If it does not, but in fact our checking reveals that our question or problem is shared by other ABE people around the state, we have tried to locate someone to help, then made this expertise available to Vermont ABE as a whole. Examples of this are a two-day conference on working effectively with volunteers, conducted by a man with four years' experience directing the volunteer program in the state's prison system; a one-day seminar on Learning Disabilities, to get clearer what is happening in the field and how it affects adult students; a half-day seminar on working with students who have speech and/or hearing problems; an evening with a man in charge of a literacy program in a large prison in New York State; a half-day workshop on helping students (or anyone) clarify vocational aptitudes and goals.

Such workshops needn't be elaborate or expensive but can benefit the staff, interested volunteer tutors, and others concerned with the problem to be addressed. The important thing is to deal with these needs as they arise.

5. The Burn-Out Factor in Home-Tutoring
(see also section II/11 above)

There are doubtless truisms widely honored by social services workers about the ratio of sanity to exposure to other people's problems. Whatever they are, they almost certainly apply to home-tutoring. Problems in this area are lumped together here as the Burn-Out Factor (or BOF)

Section VI/1 above, on staff selection, listed first among our criteria in searching for suitable staff: "Whether the person has people-work experience (not necessarily in education) which will have provided some orientation and training in dealing with many kinds of people and thus some realistic expectations of what this job might demand in the way of energy, patience, and flexi-

bility." We are not so much looking for educators as for people who can be comfortable and interact with all kinds of people under an unforeseeable variety of conditions; the educating is done by the learner him/herself anyway. In effect, we are looking for people who can maintain their own stability in almost continuous but changing circumstances of instability, and thus continue to be in a position to offer people help with their learning.

Starting with relatively stable people is helpful, but in our experience even the stablest people will show signs of the BOF at least two stages. The first is from one to three months into the job, when the reality of the job washes over them. Home-tutoring seems overwhelming; the amount of driving seems greater than that of a transcontinental trucker; and the presumption and exhaustion of trying to stay with people while they make the kinds of radical changes in their lives which are usually concomitant with learning to read seem alternately ludicrous and tragic. Symptoms of BOF are a glaze about the eyes, a staggering gait, a new or increased reluctance to get up in the morning, and a general inability to respond to others' statements or questions with anything more substantive than, "Oh, really?"

The shock in this case is actually a result of a gradual realization of the true nature and extent of the life-problems (s)he must face hour after hour, day after day. The realization is inevitable and can be healthy but always threatens to move in the direction of self-doubt. The best antidote to this early form of BOF seems to be the friendly, listening presence of someone who has tutored for some time, or of several such someones. Their listening, their similar experience and the very fact of their survival can be intensely reassuring.

The more advanced and deep-seated form of BOF tends to occur two or three years into the job. There are few illusions or surprises left. The Home Tutor has seen just about everything. This crisis comes, not from a changing perception of the nature of the

job, but from all too deep a familiarity with and understanding of it. Teaching reading may be okay, but doing it in students' homes; directly applying it to the problem-areas of a student's life; sometimes being the only person who turns up at an isolated house or trailer with the willingness to listen; watching some students be galvanized by their learning (and by the confidence that success gives them) to take big steps and make big changes in their lives... and watching a lot of students just spin in place, forever on the verge of accomplishing something; the sheer involvement in 100-200 people's hectic lives over several years - the accumulation of all this can suddenly become numbing for a tutor.

Another source of stress contributing to BOF can be the struggle to keep in perspective one's own beliefs, values and attitudes while functioning as a facilitator for students with very different ones. Is it possible or desirable to function as though one's own values do not exist, in order to avoid communicating "shouldoroughts" to the student? If the tutor's values are continually in conflict, challenged, questioned, a very exhausting inner dialogue can result. Helping an alcoholic get his driver's license can create considerable anxiety. This anxiety multiplied by many students takes its toll.

There are no simple antidotes to the BOF. Formulas are not relevant. There are some things which can help. Among them:

1) Building up among staff a sense that they are all resources to one another. If one Home Tutor is "down", another is probably "up." The BOF-sufferer needs an outlet for talking about the buildup of pressures and weariness, and another HT, who genuinely understands what it's like, may be the best listener.

2) It seems important in addition, however, for staff to feel they have free access to someone of an administrative nature who may be in a position to make and/or affect program decisions which could alleviate the BOF problem.

3) A forum (such as staff meetings) for simply expressing the burned-out feeling and finding that others are in various stages of BOF, too, can at least reduce a sense of isolation. Often we can get in a mode of dashing around looking 100% competent when we feel shaky, exhausted, or fed up, and it can be somewhat reassuring to find that all those other competent-looking people feel hollow sometimes too.

4) It may be possible to explore what the tutor <u>can</u> happily imagine doing. It may well be GOING AWAY for a week! -- if so, it is worth figuring out how that can be arranged. If it is something else within the program - e.g. writing materials or researching vocational-training opportunities in the area - it may be possible to work out a temporarily (or permanently) reduced tutoring schedule in order to accommodate the interest - the program is twice benefitted; by a re-energized tutor and by whatever new project gets done.

5) It may be possible for the person to exchange parts of his/her job with someone else on the staff who is also suffering BOF.

6) BOF can occur when there is more output than input, i.e. when the person feels (s)he is spending all inner resources on the job, with none being renewed. A course or a conference may help to feel that new energy and ideas are coming in.

7) The person may feel that there is little appreciation of and reward for the work (s)he is doing in isolated circumstances. The students may provide little feedback, the funding and salaries of adult education programs are not equivalent to get-rich schemes, and the tutoring is not directly observed by supervisors. In such circumstances, it may be difficult to keep patting oneself on the back and all too easy to dwell on the sometimes overwhelming problems encountered every day. Positive feedback can come, however, from others who read staff journals; it can come at Teaching/Sharing

when someone else appreciates and needs a teaching-idea; it can come from building into staff conferences and/or staff meetings a pattern of reporting in on "what's going best in your job," which gives people permission to describe accomplishments they feel good about. These kinds of affirmation can get a tutor through a bad patch, but over the long haul, because the working situation is so isolated and because students are often unable to be as articulate as they would like about their sense of satisfaction derived from the tutoring, the tutor is going to have to take satisfaction from what (s)he sees happening in the lives of people (s)he tutors, and be sustained by this more than by administrative head-patting.

8) Sometimes, after some discussion, it turns out that the tutor is not really burned-out, but that there are a handful of students with whom (s)he does not enjoy working, and this is souring the whole tutoring experience. There may be other staff or volunteers for whom these same students would not be a problem, and a little rearranging can be done. At least it is worth exploring whether there is a genuine documented case of BOF or some isolated miseries are being generalized to sour the whole job.

9) If a person with an advanced case of BOF has imply HAD it with home-tutoring, there may be some other area of the program which needs staff and which can benefit from the kind of hands-on experience tutors have. Experienced tutors can, for example, speak with authenticity about the program to other people, anonymously citing instances of individuals' learning and communicating their caring and respect for their students to people who may make unflattering assumptions about adults who can't read well.

It is doubtless clear from everything which has preceded in this Manual that Home Tutors are special people. It will be obvious that such a rare species, once identified and trained, is the essence of

a rural home-based instructional program for adults. They are impressively durable, but they can and do wear out. It is worth thinking and talking about how to avert that and how to deal creatively with it when it happens, if a program is not to lose its best resource.

It might be noted that there is a strain of the malady BOF which also afflicts volunteer tutors, but its symptoms vary slightly, in that each volunteer tutor has only one student, not thirty, forty or fifty, and its antidote, as suggested (passim) in section III above, is frequently dealt with by the volunteer herself, who, when the "job-satisfaction" level drops too far below the job-frustration level, simply finds another way to use her spare time, which she finds more rewarding. By various means discussed in section III above, we try to help the volunteer tutor maintain a high level of satisfaction and try to offer other alternatives (a different student, a vacation, another task in the Project besides tutoring, etc.) when the one tutoring situation appears irremediable.

VII. MATERIALS

In the world at the end of the literacy rainbow, materials may be a cheerful footnote to an account of adult students' learning, since all the materials being created everywhere will have been assembled, made universally accessible through descriptive bibliographies, and disseminated at minimal cost to anyone anywhere who wants them. Unfortunately, that day has not quite dawned yet. In our real world, we knew from the outset of the Project that:

1) basing instruction on students' specific expressed needs/goals, rather than a pre-set curriculum, would require a great variety of readable materials on topics of immediate interest to adults in our target population;

2) very little such suitable material was commercially available, and what there was was frequently geared to the problems and interests of urban people, sometimes specifically Black urban people;

3) consequently, if we wanted materials specifically designed to meet the needs of adult new-readers and address the interests of a rural population, we would have to be prepared to do a good deal of the production ourselves.

Some of what we learned about generating reading materials as part of a larger project was unfortunately learned the hard way as a result of an early error in personnel selection. From this experience we learned that:

1) Materials production cannot be an autonomous empire, functioning separately from the rest of the program; it must be sensitive and responsive to the needs of students and tutors, and sufficiently flexible to revise plans for a specific publication mid-way through its development if additional or conflicting input from students and/or tutors warrants it.

2) The person responsible for materials production must be able to communicate well (specifically including listening) with students, and must enjoy visiting them, as well as volunteer tutors. In our case we eventually selected a Home Tutor-emeritus.

3) Materials production requires very close cooperation and communication with other staff.

4) Those who work primarily on producing materials need periodically to meet with others who are doing it, to brainstorm, provide mutual encouragement, and exorcise the sensation of "working in a vacuum."

5) It seems essential that anyone producing materials for students spend at least part of each week actually tutoring - it lends a tinge of reality to the rest of their job and dash of sanity to their mind-set!

The list of Right-to-Read publications included on the Vermont ABE materials order-form (see Appendix U) gives an idea of the nature and variety of materials developed by the Project. Virtually all are practical, dealing with live problems that adult learners are having as consumers, parents, and citizens in a complex culture. Many include questions or activities for applying the information in the booklet to the student's own situation. Students do like to read fiction, too, but we have found that we can get commercially-produced materials which are satisfactory in this area.

Each Project publication includes a brief questionnaire to get an evaluation as to the usefulness of the form and content of the booklet. Such a questionnaire may be directed either to the tutor (see Appendix V, Sample 1) to find out what the tutor thought of the material as a teaching-tool; or to the student (see Appendix V, Sample 2) to find out how the student reacted to the content, in terms of her/his own questions (see Comprehension Process as described in section VII/1/C below and Appendix W). In the past two years we have moved from the first of these to the second. With a beginning student, the tutor must often do much or all of the reading of the questionnaire and much or all of the recording of answers, but the conversation between them can be useful as they make plans for further learning, and the responses are very helpful to the Project in checking out what is working, what is not working, and what may prove to be a booklet on one aspect of a topic in which there is wide enough interest for more publications.

Project publications have proven useful to other agencies and groups who are addressing a similar population, and we have made the booklets available at cost in quantity when requested. The local Community Action Group has made considerable use of the booklets on gardening, freezing and canning, and nutrition, and the Extension Service has used some too. (Although as in other states the Extension Service does publish a great deal of material itself, most of it makes quite difficult reading and, unless adapted, does not make very appropriate material for new readers, although many of the topics covered are of high interest.)

1. Developing Materials as Needed

The format and quantity of materials developed in any program will depend directly on facilities available for actually producing the material (mimeograph machine? offset? actual printing?) and on funds allocated for the purpose. What we say about our own experience must definitely be translated in terms of those two resources. Resourceful people in adult education everywhere are making their own materials daily, quite independently, but we contend that for such materials to gain the wide audience they deserve, and for a coherent program of materials production to be carried out, a person is necessary, at least part of whose time is allocated to coordinating the numerous activities which combine to create useful and attractive reading matter for adult new-readers. It might be noted too, that the word "attractive" is not used carelessly: the most well-thought-out and needed written material will languish on a shelf, unchosen, if it is produced in an unappealing fashion, which includes dim or blurry print, no illustrations or blatantly poor ones, solid pages of heavy print with nothing to lighten the page, and/or generally sloppy layout and assembling of pages. For the most part, people do not mind reading a booklet instead of a "real book," if it is of genuine interest to them, and if it is attractive enough to be enjoyable to use. It is painful to think how much energy and talent go into producing texts which never get more than a handful of readers, when many people could have profited from them had a small additional effort been dedicated to making them enjoyable to read.

a) Deciding what to produce. In a program of individualized instruction, there are no classes which will use a given text together, so virtually all requests for materials in given interest-areas are individual requests. Since, however, many of the adult learners face similar problems and the staff at any given moment is (directly or through volunteer tutors) in touch with 200 or more of them, it is possible to get a sense of whether an individual request might represent a wider need and thus a wider readership if a publication were produced. A recent example was a staff member's observation that a

number of students in the program made ends meet or even made their entire income by doing odd jobs for people, but conversation with one or two of them had shown that they rarely had any rational basis for charging fees and were largely unaware of the various factors which constitute "overhead," so that they generally accept whatever the employer offers and are delighted to have any cash at all, whether it is fair recompense or not. A check with other staff at the next staff meeting showed that most had one or more students in the predicament who could benefit from a booklet suggesting factors to take into account when charging for services, and also some experience stories of others who had faced (successfully and unsuccessfully) the dilemma. This was the beginning of a planning process for a publication.

The question of how widely applicable/usable a publication might be, based on a single request, can sometimes be considered in terms of generalities and specifics. For example, a student may want to be able to change the oil in his 1972 Chevy Impala, so that he can save money and yet keep the car going so he can hold his job. A check shows that many students would like to be able to do this on their own cars. In this case, a booklet on the general procedures for changing oil in a car would probably be widely used, while a booklet on how to do it specifically in a 1972 Chevy Impala might only be useful to one or two students. Or a student may want to read about how to raise tomatoes and green beans in her garden, but a booklet on planning and planting a garden which includes reference to many of the vegetables commonly raised would be useful not only to the student but to many who were planning to have a garden.

Another source of topics for publications is the discovery of people who are excited about something that they would like to share with others. These people are students, volunteer tutors, other volunteers, Project staff, relatives of students, and just plain members of the community with whom we come in contact. By now we are alert to that glint of high interest in someone's eye, so that we ask, would you be interested in writing some of that down to share

with other people? In the end, that person's contribution may be shortened or expanded or combined with contributions from others on the same subject, but even people who would never think of themselves as writers or authors can often communicate with infectious enthusiasm about something which excites them.

Selections of topics for publications has become a combination of individual requests or ideas, checking to get a sense of whether there are a number of students who might be interested (taking into account our cumulated experience with adult learners in the area, their life situations and applicability of the subject to students past and present), and eventually a decision to try it and see what happens. Sometimes we check with ABE personnel from other parts of the state, as we see them, to get their reaction to prospective publications; often this results in their collaboration, in terms of either ideas for what might be included, or of actual input -- their own, their students', or others'. Since all the Project publications become available for them to use with their own students anywhere in the state, they have a stake in what kinds of materials the Project produces.

If we use some sense and sensitivity in selecting topics, so that they address needs, interests and problems of many rural adults who live here, as tutors travel around with samples of the booklets, students will often choose one and find it very helpful, even though it would not have occurred to her/him to request such material. In other words, once produced, if they are applicable to people's lives, the publications will be chosen, read, used.

One consideration which must be taken into account is whether suitable material on the subject is already available. "Suitable" includes questions of cost and readability, as well as a process which is difficult to quantify but, simply stated, is this: after a reasonable search in the likeliest of bibliographies and catalogs has failed to produce just what we are looking for, at what point is further energy better directed at <u>producing</u> it than in further

searching? Our response to this is highly colored by the observation made above, that many topics of interest to rural adults (or treatments of more common topics in terms which apply to them -- e.g. do not take for granted public transportation systems, neighborhoods and other commonplaces of urban life) are not treated by commercial publishers. But common sense will often indicate which topics are of such general value that someone has probably already had to deal with them because adults everywhere have had to learn to cope with them: counting change, comparative shopping, using a menu are universal problems, wherever a student lives. But the problems of trailer-park dwellers, those who heat their homes with wood stoves, and job-seekers who live many muddy miles from any potential place of employment are not concerns of urban people, making it likelier that we will have to create them ourselves if they are to be useful to our students. In general, where we can acquire a reasonably-priced publication which truly fills the bill, we will buy it and avoid devoting our own energy and resources to duplicating it; but in deciding whether something already "fills the bill," we will look at more than the title.

b) Identifying resources. Once a topic is determined, who writes the material? In some cases, referred to in part a) above, the answer is obvious because someone proposed in the first place to write it. In many others, a selection needs to be made. As explained in section VII/2 below, our inclination has increasingly been to turn first to students, to see whether one or more of them has the needed expertise.

Beyond this, we have utilized many resources, from rewriting and synthesizing public documents to Project volunteers as authors, from collections of student contributions collected by staff members to a student's spouse as author. Ideally, with good records and communications, identifying expertise of all kinds in the community should be an on-going activity of all staff, producing a central listing of resources, people who are willing to write about a subject and/or to be called by someone who is interested in it, and/or to tutor someone else in it. For the three years of the Project we have been continually "just about" to establish a file of such resources ... and are even now just about to do it. Such a listing need not take any account of whether its resources are students, volunteer tutors, or

others in the community at large; such categories are not important ones in this area. If someone knows how to can vegetables, or to trap and skin animals, or to raise goats, or to feed a baby in a healthy and economical way, or to deal with quarreling children, and if someone else needs to know these things, then the Project, with its intensive outreach and contact with people in all segments of the population, should be in a position to get such people together. If only one person wants to know, it may work best just to give him/her the telephone number of someone who has agreed to share what (s)he knows; if many adult learners would like to know, it may make sense to try to get the person to write down what (s)he knows, to be shared more widely.

Acquiring an awareness of who knows what in the county is a gradual process that cannot be hurried but should be recorded, so that discoveries, as they are made, are not lost. In our own case, the information is largely in staff members' heads, the product of hundreds (thousands? millions?) of conversations and observations in the course of their travels. Because it is in people's heads, the means of retrieving it is commonly to inquire, often at a staff meeting, Anyone know someone who's built a log cabin and could show someone else? Anyone know somebody who's slaughtered a pig and could tell/show someone how to do it? etc. When staff members from time to time leave the Project, most such information walks out the door with them. It is gained at unpredictable moments like waiting around a garage for a tire to be repaired, chatting over coffee with family members after a tutoring session, meeting a student and a friend by chance in the supermarket, picking up a hitch-hiker...

In summary, we contend that the expertise for most of what we need to know surrounds us in our neighbors, our students, our acquaintances who are succeeding in coping with one aspect of life or another. When someone we know needs to know what they know... we just go find them. The section (c) below on "reading level" will include further observations on the use of public documents as sources of expertise.

c) "Reading level". If you are going to develop reading material for adults who span a wide range of reading abilities, even within the broad category of those who do not consider themselves or whom someone else does not consider fully competent readers, how do you decide at what reading level to write the material? A loaded question.

Readability is either a myth, a science, an art, a sacred cow, or a numbers racket, depending on whom you ask. We tend not to ask. We tend to ignore it in hopes that it will go away, and sure enough, if ignored long enough, it tends to skulk off, returning for only an occasional visit but always accompanied, for moral support, by a Reading Expert from somewhere. We smile politely and they eventually leave together, shaking their heads in despair.

Some of this relates to what was said in the section on Diagnosis (see section II/4 above), that adults do not want to get in or out of the fourth grade; they want to be able to read the newspaper, the driver's manual, and the letter their kid brings home from school. Similarly, there is no student in our program who is pegged as a 4.2 reader and can read any material that measures 4.2 or below. If the subject-matter fascinates him/her, (s)he will read at 6.7 by hook or by crook, because (s)he needs the information; if it bores the student, (s)he will probably stumble over every third word although the tutor is assured that it is only 2.8 and easily within the student's ability.

We believe that readability and interest-level are irrevocably yoked together. Our job is to find or produce reading materials which will speak to the student's life and learning-needs, and "readability" will take care of itself. This is not to say that we give no attention to matters of style and vocabulary when we write our own materials. We do. We try to keep sentences reasonably short and, even more important, to avoid complex constructions. We don't use a ten-dollar word if a one-dollar word will do as well (need for require, go for travel, see for observe, etc.). We do use whatever vocabulary is essential to the subject, even if that throws some big words at the student, because (s)he will inevitably encounter them if

(s)he pursues the subject in any way. It is no kindness to think up monosyllabic synonyms (even if it were possible) for words which the student will have to deal with and which are very likely part of her/his oral vocabulary in discussing the subject.

The essential factor which enables us to pay minimum attention to so-called readability is the Comprehension Process which is set forth in the Manual of Techniques for Training Tutors and is found in two forms (one for very beginning students, one for those who can do some reading) in Appendix W. Basically, it makes <u>any</u> reading material, written at any level, available for interaction by the adult student. It is more important for an adult who has previously experienced frustration with the printed page to experience what practiced readers take for granted -- i.e. the ability to make demands of the written material (not to answer someone else's review questions about it), to judge it, to agree or disagree with it, to accept or reject it -- than to have mickey-mouse material which contains few or no words which (s)he cannot decode. Once the habit and confidence of that interaction are established, the mechanical parts of the reading process, which are also drilled at the same time, can be perfected in a context of expectation and purpose. So often, adults who are learning to read are limited to Dick-and-Jane materials which may be technically within their grasp but never approach speaking to them as mature people with a developed speaking vocabulary, with serious problems to face and decisions to make, with complex ways of thinking. How then can they experience reading, with which they may last have struggled in grade school and which holds many anxieties and recollections of failure, as a rewarding and even exciting <u>adult</u> activity, when their new encounter with the printed page brings them only: My name if John. I am a happy man. I live in this house. This is Mary. Mary is my wife. Mary is happy too... etc. etc.? So while our materials avoid unnecessary complexity of syntax or vocabulary, they are intended above all to speak to adults in their own language, crediting them for their ability to examine facts, ask questions, draw conclusions, and bring their own life-experience to bear on new information.

While we have found a way to make any level of reading available to an adult of any reading ability, it is clear even to us that a student will be frustrated with a steady diet of complex reading, and one of the processes which lead to our publications is the simplifying of one or more sources of information, to reduce the frustration level and make the information more readily available to students. Public documents, specifically U.S. Government publications and State Extension Service booklets and fact sheets, are gold-mines of information on exactly the topics which adult students, as consumers, parents, and citizens, often want and need to know, BUT these publications are usually written in a style so turgid, in a syntax so convoluted, and a vocabulary so unnecessarily ornate that to labor at extracting the information in them is a process so exhausting that those who experience difficulty with reading are likely to abandon the effort. These publications have been researched and written at public expense; underwritten as they are by tax dollars, they are relatively inexpensive (as compared with commercial materials) and contain reliable and generally unbiased information. We have purchased a great many such publications in subject areas of general interest to people in this area, and use them both as sources of information for our own publications -- rewritten by volunteers or paid staff, in difference instances -- and as reading material for quite advanced readers. Virtually all such public documents are in the public domain and present no copyright problems for use of the text or information.

d) Checking with other experts. Once someone has written something on a subject we have reason to suspect people would like to read about, how do we know that what was written is true? We check. We learned the hard way to check. Our very first publication was written from an amalgamation of printed sources on wood-stove safety. Well after it was printed and distributed, the facts in it were strongly challenged, and rightly so. We finally recalled all the copies we could, re-wrote the book, checking it assiduously with the person who had challenged it as well as a member of the State Fire Marshall's office, and re-issued a revised version. It was a good

thing for us that we were challenged in this case, but it served to make us resolve not to let texts go all the way into print without taking careful measures to ensure that they are as accurate as we can possibly make them.

This we do even when our original sources of information are impeccable. Two gardening booklets, for example, which were rewritten from the book (and with the explicit permission) of a national authority on gardening, were checked with local Extension Service personnel to be sure they applied to local conditions. Several booklets rewritten from information supplied by U.S. Government documents and/or the Consumer Fraud Division of the Vermont Attorney General's office were in turn checked back with the Consumer Fraud office to be sure that we had not misinterpreted the facts or that the laws had not changed. The changes which such "second opinions" have made have been small but potentially important, since misinformation and information stated ambiguously (which can happen in the process of simplifying language and syntax) can range from bothersome to outright dangerous.

Such checking with other authorities has served two purposes. First, it has ensured that we are distributing solid information. We always cite credits to such experts, who share with us responsibility for the accuracy of the information. This can be doubly important for new-readers, for whom <u>any</u> print may bear the magical qualities of Truth, and who may need to think for the first time about ways to assess the validity and reliability of printed sources. Secondly, such checking has served the purpose of creating healthy alliances between the Project and the agencies involved, so that they become more directly concerned to provide information in more readable form to the public, as we are doing, even to purchase and distribute our publications, and they become more aware of our services available to adults who have trouble with reading, so that they will refer individuals to us or recommend us to people they work with.

Where there have been discrepancies in information from our various experts, we have usually been able to resolve the differences.

Occasionally it has seemed better just to omit some thorny section which would be too elaborate or confusing if drawn out in sufficient detail to present a clear distinction between subtle differences. Alternately, a loose sheet inserted may list local resources who can provide expertise, perhaps even in dialogue with a student who is sufficiently interested in the subject to pursue it in this detail. We do try very hard to identify opinion, as distinct from objective facts -- again in the interest of helping new-readers sort out fact from opinion in print -- and we try hard to delete any part of a text which seeks to urge the author's personal values on the reader -- what we call Shouldoroughts. So far as possible, our publications have consisted of material which constitutes a choice for the reader; if a course of action is urged (e.g. cooking in a particular way in order to save energy or purchasing food in particular quantities which are economical), the reason is always given, so that the reader can judge whether the reason conforms to his/her values and make an independent decision about it.

In summary:

1) Search for accurate sources of information in the first place.
2) Check the information with at least one other knowledgeable person.
3) Cite your sources.
4) If personal opinions are included, be sure they are identified as such.

One footnote. At times it is very useful to students in the Project to have specific information of a very local nature, although it is preferable not to render the publication unusable beyond the Project area by including such local data in the text. For example, addresses and telephone numbers of local State's Attorneys might be included in a booklet on some aspect of consumer law; local first- and last-frost dates might be included in a gardening booklet; local emergency telephone numbers might be included in a booklet on handling some emergencies in isolated situations. We have found that such

specific local information can be printed on a separate sheet which is laid into the booklet (but not attached). Thus the booklet without such information may be much more widely useful; and the student in the Project area, whose copy of the booklet does include the laid-in sheet, can remove the sheet and tack it up near the telephone or elsewhere where it would be of immediate use, thus experiencing another practical use of their burgeoning reading skills.

e) Illustrations. As stated earlier, we feel that illustrations contribute substantially to the appeal of an off-print publication In some cases a picture does seem to be worth a thousand words, and a few clear illustrations can readily elucidate an explanation, especially a how-to. In other cases, illustrations may simply graphically depict what the text is saying, providing a discussion-point even for the non-reader and a clue to inform her/his expectations of what the text might be saying. In both cases, the illustrations break up heavy pages of print, which are not very alluring even for experienced readers and can be downright repellent to new-readers.

Sources of illustrations are almost more numerous than sources of texts. Again it is a matter of being alert for clues that students, volunteer tutors, neighbors, colleagues may in fact be capable artists. (High-class doodles at dull meetings can be a revealing sign... and thus discovering an illustrator may redeem an otherwise useless meeting!) It is a good idea to see a number of a person's drawings before making a commitment for illustrations; it is much easier to withdraw interest in having the drawings done before someone puts the the effort into trying, if it looks likely that they will be a disaster.

Be clear with the illustrator. Don't just leave a text and say, "Illustrate it, and I'll be back next week." Let the illustrator read the text before you meet to discuss the drawings. Get her/his ideas in response to that initial reading, but have your own ideas clear. Agree on:

1) just which parts of the text are to be illustrated and, as far as possible, how they will be illustrated;
2) how many illustrations there will be altogether;

3) sizes needed;
4) technical data based on your system of printing -- e.g. whether shading can be used at all, or if it can only be done with "screens"; or on what kind of paper the final pictures must be;
5) deadlines-- preferably first for sketches, then for finished drawings; seeing sketches can save a lot of grief, as they reveal any communications-gaps in what you thought you agreed was to be done, before it is too late to change it;
6) any financial arrangements; in general, we have not been in a position to pay artists on a fair commercial basis, but have offered a small honorarium, and some who are trying to get started as commercial artists are glad to get credited work which they can present in a portfolio; uncomfortable as it may be to discuss dollars just when you and the artist are getting excited over the creative possibilities of the project, do it anyway, because ambiguity in this area can only lead to grief; you can only offer what is realistic according to your budget -- if the person is unable to work on those terms, you can only accept this fact and part friends.

An excellent source of appropriate, professional and virtually free illustrations is the U.S. Government publications. These documents, except in rare instances as noted in them, are in the public domain and not subject to copyright, written permissions to copy, etc. Photographs, being shaded, do not reproduce well on many forms of off-print equipment, but line drawings work well, either directly or by tracing. Your tax dollars and those of your students paid to get those illustrations professionally done -- you may as well use them!

Our project was fortunate to acquire the services of a CETA-paid artist for the final nine months. This may be possible for other literacy projects which qualify as public service efforts and which are willing and able to provide the supervision and training due a CETA worker. Having a fulltime illustrator has enabled us to plan and execute some kinds of picture-centered materials for beginning

readers which had not been possible before.

f) Production. Variables in methods of producing materials are so great it would be inappropriate here to include specific instructions for laying out and making printer-ready the text and illustrations for a given publication. But we might at least make the following points, based on our own experience:

1) It is not necessary to employ someone with decades of printing experience to do this job (in fact, it may be counterproductive, since their standards and expectations may be quite inappropriate to the capabilities of the off-print equipment available to most literacy efforts), but it should be someone who has an interest and willingness to learn the technicalities.

2) Find as a consultant/trainer/advisor someone who has had experience in laying-out publications, and learn everything you can. Ask questions. The print shop in the local high school or vocational school may help a lot. Ask around.

3) A great deal of high-priced fancy equipment is not necessary, but a few simple items can help a lot, such as a T-square, transfer-letters, etc. These and other helps recommended by your consultant can be acquired at any art store.

4) Leave enough time in the production schedule for time to spare in designing and laying-out the booklet. It always takes more time than one expects, and to rush the job and spoil the appearance of the publication at this stage, after so much effort has gone into planning, writing, rewriting, checking the facts, and illustrating it, is sheer waste of resources. The design and layout can enhance or virtually ruin all the other processes that go into producing materials. Leave uninterrupted time for it.

5) Have a good talk with whoever runs the equipment on which the publication will be run off. Find out what the machine "likes" and "dislikes" -- e.g. the minimum margin it can

handle, any color of line which it will not print (normally blue) which can be used for layout guidelines; how it handles shading, what differences in contrast-level it can handle on one page (e.g. if there is light print and heavy-line drawing on the same page, will one or the other suffer?), whether layouts should be done front-and-back or front only, etc.

6) Then have another talk with the same production-person after the material has been run off. Talk together about the parts with which either of you is not pleased, and figure out together what can be done next time to improve it. Doing this can save a lot of grief and avoid an adversary aspect in all communications with the printer.

7) If possible, keep a log of what publications are in what stages of development or production. This will help you plan your own time when you have a lot being developed and will avert the "ooops!" syndrome! "If you think you've got things under control, think again!" The process we use to get information almost guarantees that we will over-extend ourselves at some point, since we get a lot of things started at once, to make sure that something will eventually come through. Tidy deadlines will not happen, for the person juggling all this has little control over the time when things will be completed (nagging can help or hinder in different cases). The Instructional Resources Person writes: "The tendency is to start things to keep up a pace and hope you don't run over yourself or get knocked out by a bunch of balls you've been juggling as they land all at once."

8) Learn from each publication you produce, so that you have that much more going for you when you do the next one. If possible, get your advisor's comments on each publication.

g) Evaluation. It is possible to produce publications which are rather impressive as display-items but which for one reason or another are not much liked or used by adult learners. To avoid pouring resources into this rather expensive pitfall, it is necessary to have some mechanism by which students who have used the materials can provide some feedback on what they liked, what they didn't, and what else they would like to see produced. We have included in each copy of our publications, ever since we began distributing them, a one-page evaluation questionnaire (see Appendix V) for students to complete, with tutors' assistance if necessary. We have had marginal success in collecting these responses. Anyone who takes a Project publication is requested to sign it out, not because it must be returned (it need not be), but so that we can get back to some users of the materials when we need to know how they were received and perceived. People do forget this signing-out sometimes, but even so the lists have been valuable as the materials developer has checked down the list, talked to tutors, then talked to students who had used the materials.

Major, substantial revisions have not resulted from these responses (nor, in fact, from any other, except the instance cited in part VII/1/d above when the accuracy of the publication was called into question), but some small suggestions have been useful. We do try to run the text for a publication past the staff before the material is actually printed, so there is an opportunity for staff to make comments in terms of students of theirs prospectively using the material. Helpful suggestions have come out of this process too.

In general, we must say that we do not yet have an airtight system for deriving evaluative comments from every student who reads one of our publications, perhaps the trade-offs for having one, in terms of our own agenda superseding that of the student, would be too great. Perhaps not. We will continue to keep asking the students, in all the ways we can, what they think of the publications and what else they would like to see produced.

2. Students as Authors

In the second year of the Project, we began to look for ways in which the publications program could make students' expertise on a wide variety of subjects (broadly categorized as self-reliance or survival) available to one another, which would both serve to enhance the self-confidence of the student-author and provide valuable information to others. It would also contribute to breaking down false distinctions between "students" and "teachers" since everyone is a learner throughout life.

We felt that students could be encouraged to write out for themselves whatever they were able to write, that tutors could help where needed, and that the whole project of clearly communicating instructions or descriptions could be the focus of a good deal of learning, with a visible product as a result. For a model, we had the Green Mountain Eagle, a newspaper written by and for Vermont's ABE students. It contains articles, some by students in our Project, which students have written with tutors' help. Tutors suggested different students who had skills and information to share. Students were asked if they would like to write it up for a booklet. Several did -- one on home-butchering animals, one on trapping, one on fixing rust on an automobile. Projects dragged on. Tutoring was suspended for some reason. A student moved. And so on.

Meanwhile, we had begun planning a publication which would consist of students' experiences and opinions and feelings about parenting. These were short pieces, and with some prodding, we did collect enough to produce a booklet of them (RTR #10) and later a second booklet on the same topic (RTR #14). Both the various authors and the other students who read these booklets seemed excited by them.

While we have not given up on the possibility of longer publications written entirely by one student, at present we are staying with the idea of booklets on one subject with short contributions by various students and sometimes some additional information from a printed source. Right now we are collecting a number of students' accounts of their experiences in building or rebuilding their own homes; a similar collection on making maple syrup at home, with an

article rewritten by a volunteer from a U.S. Government publication on making maple syrup, as well as an interview with someone as the writer goes through the actual syrup-making process with him; and a collection on ways in which students have winterized their homes.

Doing publications with students as authors tends to take a long time. Getting their piece written may be very important to them in one way, but adults' lives also have a lot of other priorities. But we are still convinced that this kind of publication is important to include in the program.

One kind of encouragement of students as authors which we have just begun to do is to leave blank pages in booklets which contain opinion or controversial material, requesting the reader to write a response and submit it for publication. Like the original articles, these can be both a learning-experience and an opportunity to see one's thoughts in print and have one's ideas taken seriously by other people.

3. Materials and Volunteer Tutors

We need to get word to volunteer tutors about new materials available to their students, we need to get ideas from them and their students for publications we might produce and responses to the ones they have used, and we need to encourage volunteer tutors to make some materials of their own. These communications are largely carried out by the Coordinators and the materials developer/Instructional Resources Person.

An annotated bibliography of publications (see Appendix U) is helpful to provide a survey of what is available, and if there is one, it should certainly be available to volunteer tutors. But lists are not a substitute for examining the actual materials, and volunteers should have some opportunity to do that. For us, this has happened at either individual or group in-service meetings, the Coordinator bringing along new materials for tutors to examine. A newsletter produced by and for volunteer tutors has also included notice of new materials, both our own and ones we have purchased,

but the newsletter does not appear sufficiently regularly or frequently to be major vehicle for this information. We have been less effective, over-all, in letting volunteers know about new publications which we have purchased than those we have produced ourselves. This is compensated for in part by Coordinators' making it their business to be familiar with materials received, then telling volunteer tutors about specific ones as need for them is expressed.

The Instructional Resources Person stays in close touch with Coordinators about the reading-needs of students tutored by volunteers, and picks up further information of this sort from reading Coordinators' journals. From time to time, she visits volunteer tutors with the Coodinators, and/or comes along when the Coordinator is visiting the volunteer and student together. This provides the kind of dialogue from which ideas for publications emerge. She also tries to attend group in-service meetings whenever they occur, for the same purpose.

No matter how effective the publications program, it remains true that the individual tutor can create or tailor materials to fit the needs and learning-style of an individual student in a way that publications designed to serve many students can never do. The volunteer tutor knows wh[illegible]ords her student knows and doesn't know, which combinations of letters are troublesome and which are easy, whether the student likes games or considers them foolish and childish, what kinds of interaction with print help to build up the student's network of associations and memory. All these factors and dozens more (some known explicitly, others never expressed but intuited by the tutor) can be taken into account in any individualized materials made by a volunteer tutor for her student. The publishing program does not replace and should not discourage any initiative shown by volunteer tutors to make their own materials. Where the publications program can interface with this activity is to provide examples and ideas to encourage the volunteer, and secondly to stay in touch with what is being made, so that exercises or games or re-written articles which would be of use to many tutors may be replicated.

In summary, the program needs to invent (and continue to re-invent) means to stay in touch with what volunteer tutors and students need, how they are responding to materials that are produced, and what they are creating themselves on an informal basis which could be of use and interest to other adult learners.

4. Assembling Commercial and Free Materials

Even though materials we make ourselves may be custom-fitted to local needs and interests, there is still a good deal we can buy "off the rack" to complement them. Publications secured from commercial publishers, the U.S. Government Printing Office, other public sources such as the Extension Service, and other literacy projects are very useful, especially if selected with some care, which is challenging but not impossible.

Section VII/5 below will suggest some helpful listings of materials for adult new-readers, as well as some prime sources from all of the categories mentioned above. The hazardous void is between the title, which may seem promising along with the publisher's enthusastic blurb, and the actual booklet, which may be completely different in appearance, prose style, and even the thrust of the subject-matter from what one supposed. The ideal is to examine the item before buying it. This is not always easy. Several ways it can be done are:

1) Order commercial materials on approval or on consignment, with the understanding that you will pay promptly for those you want and quickly return the others. This allows tutors to look them over before purchase, although it can be difficult to get field-based tutors to perch long enough to examine and evaluate the material. We have used slips which enable each evaluator to indicate either PURCHASE or DON'T PURCHASE, with space for comments. It does mean a considerable amount of bother in re-packing and mailing the unwanted volumes, and some publishers are less than thrilled about it too, but many will do it, especially if you have already bought a good deal from them, and/or if you are using the Purchare Orders of a

reliable establishment such as a school system or university.

2) Go to a large convention such as the International Reading Assn. or NAPCAE, where a large display of commercial materials is available, and examine the materials in some organized fashion (since it's virtually impossible to visit all displays, have some idea of which publishers would be a priority).

3) Visit one or more other established learning centers or literacy projects where materials for adults have been collected. This provides opportunity not only to examine the materials but to talk with people who have used them and observed students' reaction to them.

4) There are a few clearinghouses for adult education materials, which attempt to collect samples. Examples are the Free Library of Philadelphia and Montclair State Teacher's College in New Jersey.

We assemble materials of two sorts: some which are designed as easy reading and can be read by students at various reading levels; and materials which make no attempt at simplicity but do provide solid information on subject of interest to local people. These latter can be read by quite advanced students, can be used as a basis for re-writing, and can be the focus of the "discovery dialogue" comprehension process (described in Appendix W) with a student at any reading level. These two categories of materials are shelved separately, each area arranged by broad topic (e.g. Jobs, Health, Money Management, etc.).

Government documents fall largely in the second category, because of the advanced reading level of most of them, but even at increasing prices they are very economical and often provide exactly the level of information needed on subjects of interest from gardening to home safety, from house construction to flower arrangement -- neither too technical nor too vague. A free subscription to the

monthly selected list of Government Publications (see VII/5 below) is a good idea, and if you are buying a lot of these publications, it is convenient to establish a deposit account with the Superintendant of Documents, which allows you to order publications against any amount you have deposited, with monthly statements issued to record the balance. This is especially helpful since many of these publications cost less than a dollar, and the alternative to the deposit account can be lots of little Purchase Orders or checks for relatively small amounts.

Vertical files of exercise sheets arranged according to specific skills can be very helpful. Such sheets can be run off from commercially-written or home-made duplicating masters or can be torn from workbooks and distributed by skill - e.g. homonyms, punctuation, crossword-puzzles, etc. Staff can have free access to such a file, removing sheets as needed, and letting someone know before the last copy of anything is used so that more copies can be reproduced. Commerical sources of duplicating-masters for such sheets are included in section VII/5 below.

In general, we have avoided children's books because they are so clearly directed at children's minds, illustrated with little clowns and balloons which can be an insult to an adult. But there are exceptions. Again, this is where examining the material before buying it makes all the difference. Some children's books, especially explaining facts about scientific topics or machines, or biographies, are excellent for many adults. One area of children's books that seems hopeless is fiction, which just does not touch and adult's world, but some fiction for teenagers is excellent.

One specialized area in which we have made some efforts both to purchase and to produce some materials is that of large-print texts for people with serious visual impairment. The Division of the Blind of the State Dept. of Libraries has been most cooperative; and the New York Times large-type weekly edition provides articles in a wide range of subjects at a very modest price, but of course there is no effort to provide a simplified reading style for new

readers. We have borrowed from a nearby college a typewriter with very large letters (used for making signs in the college library), which is better than so-called "primary typewriters," which, alas, have only upper-case letters. With this large-print, upper - and lower-case typewriter we were able to reproduce some simple articles of interest to some partially-sighted people in our program.

We try to keep track of the use and location of the collection of materials by a fairly primitive circulation system. This allows us to:

1) see what titles are most popular and decide whether to order multiple copies;
2) know who is using certain material and ask them about how they are using it and whether it is useful;
3) request that something be returned if someone has had it for a long time and someone else needs it (although we have no official limitation of borrowing-time);
4) do an occasional survey to ask people to return all materials which have been out for a long time, or, if they are still using them, let us know that they do have them and still need to use them. This helps re-fill the shelves when they begin to look rather empty!

5. Some Sources for Acquiring Materials

This section is divided into three parts that correspond with the functions of the material. Part A is a list of general resources we have found useful--bibliographies, bulletins, etc. Part B is a list of some of the publishing companies that we've used over the past three years and what we've acquired from them. And Part C is a partial list of books or papers that have created interest among people in the Project . . .individual interest often leading to shared reading, insight and dialogues.

PART A

Adult Continuing Education Center, Montclair State College, 848 Valley Road, Upper Montclair, New Jersey 07043

Consumer Education Bibliography

Career Education Bibiography

Sources of material included are not all commercially produced, but includes private sources.

Auburn University, Vocational and Adult Education, 203 Petrie Hall, Auburn, Alabama 36830

APL Tasks and Instructional Modules

Tasks, activities and task-related materials are in chart form. Resources for materials are not necessarily commercial, but bulletins from agencies, businesses, governmental departments, and materials that would be found in learner's homes.

Clearinghouse for Offender Literacy Programs, 1705 De Sales St., N.W., Washington, D.D. 20036

Resources Handbook, by J. Carsetti

Learning Packets on Food Stamps, Loan Applications, Checking Accounts and Job Applications

Cooperative Extension, U.S. Dept of Agriculture, Robert Hall, Cornell University, Ithaca, New York 14850

Consumer Information Packets on a variety of topics. Topics include freezing meats, sewing, lawn care, etc.

Literacy Volunteers of America, Inc., Midtown Plaza, Room 623, 700 East Water St., Syracuse, N.Y. 13210

Bibliography of Adult Basic Reading Materials

An inventory of basically commercial material, including list of publishers' addresses.

Official Business, Consumer Information Center, Pueblo, Colorado 81009

Consumer Information Catalogues
Periodic bulletin of Federal Documents available.

Regional Adult Literacy Service Unit, 309 Aderhold Building, University of Georgia, Athens, Georgia 30602

Tutor Support Library for Developing Adult Literacy

A series designed to include tutor training, a support system for the working tutors and evaluation strategies.

Superintendent of Documents, U.S. Government Printing Office, Washington D.C. 20402

A source for the thousands of pamphlets and bulletins on every imaginable subject. For a monthy selection of its publications, get a free subscription to its:

Selected U.S. Government Publications

University of Wisconsin - Madison, Library School, Madison, Wisconsin

Library Materials in Service to the Adult New Reader

Research report focused on evaluation of library materials for adult new readers, through looking at the people, problem and implications.

PART B

Cal Press, 76 Madison Avenue, New York, N.Y. 10016

R/EAL test - reading test that uses everyday material.

Continental Press, Inc., Elizabethtown, Pa. 17022

Resource for building a duplicating-master skill-sheet file.

Delmar Publishers, Mountain View Avenue, Albany, New York 12205

Series of practical math books that build skills in an occupational context (carpentry, etc.).

Easier to Learn, Garden City, New Jersey 11530

Glass Analysis Decoding Kits - a word pattern approach to decoding.

Educational Systems, Inc., 21 Audio Lane, New Haven, Connecticut 06519

Go series - workbooks with adult reading selections.

Fearon Publishers, 6 Davis Drive, Belmont, California 94002

Selected Free Materials For Classroom Teachers - Aubrey

High interest - low level fiction.
Life skills materials.

Follett Publishing Company, 1010 West Washington Boulevard, Chicago, Illinois 60607

High interest material - automobiles, etc.
Life skills materials.

Frank E. Richards Publishing Co., Inc., 330 First Street, Box 370. Liverpool, New York 13088

Basic materials for life skill development.

Goodhart-Wilcox, 123 W. Taft Drive, South Holland, Illinois 60473

Resource for technical materials - Small Engine Repair, Carpentry, etc.

Hayes School Publishing Co., Inc., Wilkinsbury, Pa.

Resource for building a duplicating-master skill-sheet file.

Ideal, 11000 S. Lavergne Avenue, Oak Lawn, Illinois 60453

Resource for building a duplicating-master skill-sheet file.

Jamestown Publishers, P.O. Box 6743, Providence, R.I. 02940

Easy-to-read classics.

Millward Teaching Aids Co., P.O. Box 326, 60 Nashua Road, Pelham, New Hampshire 03076

Resource for building a duplicating-master skill-sheet file.

National Geographic World, P.O. Box 1768, Washington, D.C. 20013

Monthly periodical on an intermediate level.

News For You, Box 131, Syracuse, New York 13210

Weekly newspaper for new readers. (A or B level, $4/year)

New Readers Press, P.O. Box 131, Syracuse, New York 13210

Life skills material.

New York Times Large Type Weekly, P.O. Box 2570, Boulder, Colorado 80302

Pyramid Publications, Inc., 919 Third Ave., New York, New York 10022

Primary Dictionary Series

Reader's Digest Services, Educational Division, Pleasantville, N.Y. 10570

High interest - low level reading materials.

Scholastic Book Services, 904 Sylvan Ave., Englewood Cliff, N.J. 07632

High interest - low level reading materials.
Resource for building a duplicating-master skill-sheet file.

PART C

The Adult's Learning Projects, by Allen Tough

The Ontario Institute for Studies in Education
252 Bloor St., West
Toronto, Ontario (1975)

De-Schooling Society, by Ivan Illich

Harper & Row - New York (1971)

The Effective Management of Volunteer Programs, by Marlene Wilson

Johnson Publishing Co., Boulder, Colorado (1976)

Growing Without Schools (newsletter)

Holt Associates, Inc., 308 Boylston St., Boston, Ma. 02116

How Children Fail, by John Holt

Dell Publishing Co., New York (1964)

Locating and Correcting Reading Difficulties, by Eldon E. Ekwall

Charles E. Merrill Publishing Co., Columbus, Ohio (1970)

Measurement and Evaluation of Reading by Roger Farr

Psychological Corp., 757 Third Ave., New York 10017

On Becoming A Counselor, by Eugene Kennedy

Seabury Press, 815 Second Ave., New York 10017

On Civic Literacy, by Warren L Ziegler

Educational Policy Research Center, Syracuse University Research Corp., Syracuse, New York (July 1974)

Pedagogy of the Oppressed, by Paulo Freire

Seabury Press, New York (1970)

Phonics in Perspective, by Arthur W. Heilman

Charles Merrill Publishing Co., 1300 Alum Creek Drive, Columbus, Ohio 43216

Practical Guide to Functional Literacy, by UNESCO

United Nations Educationa, Scientific, Cultural Organization 7 place de Fontenoy 75700, Paris, France

Teacher, by Sylvia Ashton-Warner

Bantam Book/published by Simon & Schuster, Inc., New York

Writing without Teachers, by Peter Elbow

Oxford University Press, New York (1973)

NOTE: A great local resource can be found in a library or book store. An updated of Books in Print is usually available and can save a lot of time if you're trying to track down some vital information on any title you want to order. Issued annually, it supplies the most up-to-date addresses for publishers cited above and any other American publisher.

APPENDIX MATERIAL

Appendix	Subject
A.	Staff Job Descriptions: Home Tutors, Coordinators of Volunteers, Instructional Resources Developer, Project Director, Coordinator of Social Services
B.	Procedures outline
C.	Recruiting Students
D.	How It Works: Information for students
E.	Inservice Topic Selection Form
F.	What Students Want Options When Tutoring Isn't Working
G.	Our Assumptions and Intentions When We Train Volunteers
H.	Interest-Areas, from ABE Correspondence Course
* J.	* P.R. Brochure
* K.	* Manual for Training Volunteers to Tutor Adults
L.	Thank-You Note
M.	Trainee's Evaluation of Tutor-Training Workshop
N.	Who I'd Like to Work With - volunteer tutors indicate preferences

*Single copy available on request from: Adult Basic Education
Dept. of Education
Montpelier, Vermont 05602

APPENDIX MATERIAL

Appendix	Subject
P.	Exit Questionnaire for Volunteer Tutors
Q.	Student Record
R.	Record of Student Progress
S.	Registration Form for Volunteer Tutors
T.	Agency Referral Form
U.	Bibliography and Order-Form for Project Publications
V.	Materials-Evaluation Questionnaire
W.	Comprehension Process (two stages)

Job Description

HOME TUTORS

Provide home instruction to adult students.

Plan lessons for students.

Carry out diagnosis & prescriptive measures to assess students' skills needs and plan a strategy for meeting them.

Plan with each student to determine subject-area(s) to be covered and materials to be used. Select and organize materials.

Obtain student referrals from agencies and individuals. Report back.

Make initial contact with potential students who are referred, explain educational opportunities to them, decide whether student could or should work with volunteer or Home Tutor.

Work with Coordinator in assigning vols. to students.

Assist Coordinator in tutor-training workshops.

Be instrumental in setting up initial meeting of vol. & student.

Be ombudsman to students tutored by vols., check in with them, be ready to help sort out unsatisfactory situation.

Maintain necessary communications with local schools.

Conduct small-group classes if students in an area want them.

Participate in program development of R2R Project, largely through staff meetings.

Share teaching techniques with other staff, largely through Teaching/ Sharing monthly meetings.

Liaison with other Home Tutors affiliated with the Project, e.g. CETA positions, including providing training and advice.

Keep records of student diagnosis and progress.

Keep a journal.

Work closely with Coordinator in the area.

Stay in touch with Matls. Developer to provide information about matls. needed & student response to matls. located or developed, and to obtain suggestions for matls. and/or techniques to use with individual students.

Communicate ideas/concerns/problems about the Project in whatever form is appropriate, in order to find solutions and/or improve the program.

Establish rapport with individuals in various human service agencies and keep up an awareness of what the agencies are doing that affects our students.

Help in making community aware of the problem of adult illiteracy and also of the availability of ABE/R2R.

Supervise and train CETA tutor-trainees when assigned.

Drive, drive, drive, drive ...!

Job Description

COORDINATORS

Recruit volunteers.

Conduct pre-service & in-service tutor-training meetings.

Maintain frequent contact with vols., by phone & in person.

Mail or bring teaching materials to vol. tutors.

Public relations, getting information on Project to the community, including addressing groups and showing the PR show.

Matching volunteers & students.

Improving tutor-training techniques.

Communication with Home Tutor in area.

Communication with Matls. Developer on matls. needed & used.

Record-keeping:

on vols.

on progress of students working with vols.

journal

Follow up on people as they volunteer, preferably by personal visit.

Screening vols.

Tutoring at least one student.

Communicating ideas/concerns/problems about the Project in whatever form is appropriate, in order to find solutions and/or put better ideas into practice.

Arrange and do appearances on radio and television on behalf of the Project, and occasionally write articles for local newspapers.

Participate in program development of the Project, largely through staff meetings.

Drive, drive, drive!

Job Description

MATERIALS DEVELOPER/INSTRUCTIONAL RESOURCES DEVELOPER

Obtain information on types and subjects of materials needed by students and tutors in the program.

Where possible, seek out and obtain already-existing materials to fill those needs.

When no suitable materials appear to be available to meet a need, assess general applicability of the need, to determine whether developing them ourselves is justified by potential wide use in the Project & in Vt. ABE.

Locate resource persons who have expertise in needed subject areas and/or skills such as writing and illustrating, to produce matls.

Engage such resource persons in the production of needed materials and be responsible for deadlines, getting information verified, and coordinating the several hands at work in 1 publication.

Make decisions about format, number of copies, production schedule, and distribution of Project-produced publications.

Obtain evaluations of field-test editions of publications, in order to revise and produce in final form.

Involve students, volunteers, and members of the community in the process of materials creation.

Liaise with Vt. ABE, especially in a statewide plan for materials production.

Create suggestions for tutors using materials.

Design and carry out training strategies to familiarize tutors with new materials and instruct them in the effective use of the matls.

Act as a resource person for staff or volunteers seeking assistance in locating or using matls. and/or developing teaching techniques to use with individual students.

Coordinate process of establishing diagnostic procedures for the Project, and assist other staff and vols. in carrying them out.

Assist in developing tutor-training workshops.

Work with Project Director on planning and budgeting the acquisition of commercial materials and over-all planning of a balanced materials-development program.

Communicate ideas/concerns/problems about the Project in whatever form is appropriate, in order to find solutions and/or improve the program.

Job Description

PROJECT DIRECTOR

Responsible for managing the budget.

Keep an eye on overall progress of Project w/reference to objectives in Proposal.

Try to maintain a creative tension between approval of what's being done right & the urge to do better.

Provide feedback to staff on performance of jobs.

Liaison with Vt. ABE as a whole, the N.W. area, & other agencies.

Coordinate PR efforts.

*Decide what records need to be kept, how.

*Responsible for Procedures Manual.

Participates in staff selection & other personnel decisions.

Tries to anticipate problems and take steps to deal with them.

*Responsible for minimizing mtgs. in general.

Responsible for reports to USOE and assembling Proposal for continued funding.

*Assess staff development needs & locate needed resources.

Look out for maintaining a context & atmosphere in which each staff member & staff as whole can work most happily & effectively, i.e. try to keep clearing away the stuff that gets in the way of people doing their job well & feeling good about it.

Draw upon the gifts, skills & experience of each staff person, including some decisions about who will do what in order to make use of these gifts.

* = with as much staff input 1st as is needed & reasonable.

SOCIAL SERVICES COORDINATOR

A) To be a liaison between R2R and other agencies in both counties who work with our student target population; to collect, organize, and present to other staff information on services provided by these agencies; to establish regular personal contact with personnel of these agencies, to inform them of our services, to procure referrals, to report back on our work with their clients, to raise their general awareness of ways in which the functional illiteracy of their adult clients affects their lives and employability.

B) To respond to requests by tutors (staff Home Tutors or volunteers through the Coordinators) for information about programs and resources to meet pressing needs which overwhelm the student and prevent him/her from learning; and/or to work with the student on these problems on a short-term basis while the tutor gets on with tutoring.

C) To represent the Project at informal and more formal meetings in the community, to bring to staff an awareness of issues, events, new programs, etc., without taking time of other staff away from their direct services to students; and to speak for the Project at such meetings, to keep others informed of what it offers, and how it works.

D) To respond to requests for groupings of students around common interest areas, either by direct involvement in areas such as parenting, family life, and other social issues, or by locating local resource people to lead such groups.

Adult Right-to-Read Project
c/o Beeman Elementary School
New Haven, Vermont 05472

PROCEDURES 1976-77

Following is a pattern for serving students with lit. vols. Fundamental to it is an effort to eliminate or radically minimize the passive/client role of the student, to give him/her every possible opportunity to make the choices which control his/her learning environment and subject-matter and when to stop or continue, as well as providing a context which encourages student's confidence that he/she can in fact be responsible for his/her own learning.

1st Stage - Initial Contact, Diagnosis & Prescription

1. Initial Contact. (Assumed here to be made by Home Tutor, but variations are possible.) The following are covered, in one or two visits, and a typed sheet presenting this information will be available for students who can read it:
    a) Explanation of what will happen -- regular, free lessons by someone else.
    b) Find out what student expects to get from studying - goals (1st round).
    c) Clear indication of time and effort required of student.
    d) Assessment of home as environment for teaching/learning.
    e) Explain diagnosis and prescription, distinguish it from test/competition.
    f) Stress student responsibility for outcome of studying.
    g) Give brief sight-word "test" and informal reading inventory, either Pt. I & III of READ or other to be decided.
    h) Explain recourse to ombudsman, that HT will visit x-amt.-of time after lessons begin (give date) and will always be available.
    i) Confidentiality - prospective student is assured that information about him - including even the fact that he is studying - will not be shared with other agencies of individuals without his express permission.
    j) Ask prospective student if he or she knows anyone (s)he would like to work with, i.e. someone we would train to be the tutor.

Procedures, cont.

k) Write down information gained, right away, to be used on ABE registration forms and top section of Student Record - possibly also for Agency Referral form.

l) Ask student what skill he or she has that (s)he would be willing to share with a tutor, as a king of trade-off.

2. Introduction of trained volunteer tutor to student. R2R staff person - usually the Home Tutor but possibly the Coordinator in some cases - sets this up and is present, to put volunteer and student as much at ease as possible, and to get a feeling for how the match-up will go. Confidentiality should again be mentioned to reassure student that volunteer, too, will be discreet.

3. Initial Lit. Vol. contact, in one or two visits. Mainly getting acquainted, may do experience story with basic student or a brief wiriting assignment with intermediate. Give oral/visual discrimination diagnosis, either Pt. II of READ or other to be decided.

4. Meeting of Lit. Vol. & Coordinator (+ Home Tutor if desired). Go over student goals elicited by HT and Lit. Vol. Go over sight-word test, IRI, and oral/visual discrimination diagnosis, analyze, produce prescription by priorities of skills needed. For Intermediate student, consult Matls. Developer for recommendations on materials in student interest-area. Plan 1st series of lessons, using high-interest material and priority skill-needs, determine realistic time-frame.

5. Lit. Vol. returns to student, explains what showed up on the diagnoses, so he/she gets the "big picture." Focus on top priorities for skills and initial materials selected. (For Intermediate Student, amplify to get him/her to find/provide more matl. in same area.) Explain proposed 1st series of lessons, with time-frame: what will be expected of student, what should happen. If student assents, verbal or written agreement results. Student is urged to suggest modifications of any kind - matls., time-frame, etc., and these are incorporated before agreement.

6. Possible second consultation between Lit. Vol. and Materials Developer and/or Coordinator to deal with any new requests or ideas presented by studen

Procedures, cont.

7. Lit. Vol. now has fairly clear idea of lesson plans for 6-8 weeks, is contacted by Coordinator by phone or in person every 1-2 weeks. HT visits student after 2-3 weeks of lessons. If HT has any sense that things are anything less than desirable, sets date for next visit, 2-3 weeks later.

At each new step of lessons, Lit. Vol. asks student what he/she expects/ wants to get from this material. Lit. Vol. & student turn this into a question, write it down, and evaluate the material in terms of it, after reading. (These expectations can be very simple or quite complex, depending on reading level and subject-matter, but there should be something.)

If at any point the student says he has no interest or expectations in the material, or if it seems clear from his behavior that he has lost interest or other matters in his life have taken priority for a time, the Lit. Vol. asks him if he wants to continue with lessons right now. If yes, but not with that material, they discuss and revise their agreement about what they will work on together. If no:

1) Lit. Vol. notifies Coordinator (preferably voluntarily, otherwise during regular phone contact by Coordinator) and Coordinator visits Lit. Vol. to go carefully over what has happened so far and what Lit. Vol. sees happening now.
2) Coordinator notifies HT, who visits student withing 4-7 days.
3) If HT gets different story from student: a) if student likes tutor but didn't have courage to say he didn't like how the lessons were going, HT gets idea of what student would like and all 4 - HT, Coordinator, Lit. Vol. and student sit down to plan next phase; b) if student can't learn well from that tutor but wants to continue with someone, HT and Coordinator find new student for Lit. Vol. and new Lit. Vol. for the student; if student genuinely can't keep studying right now, HT does a lot of assuring that re-entering the program is an open possibility, and also shows student what has been accomplished in the time he did study - based on records kept by Coordinator and Lit. Vol.

Options: 1) New tutor.
2) New material and/or agreement on its use and time-frame.

Procedures, cont.

3) Leave program for the moment, with access to re-enter at any time. If/when volunteer and student stop working together, Coordinator should make every effort to re-involve the volunteer in the program right away, either by assigning to a new student (if that is appropriate) or some temporary activity to let him/her feel needed until the right student is located.

* Student must assent to each stage of learning, by expressing expectations, no matter how simple, for it. Without student's assent, the process does not continue, and staff mobilizes to understand the situation and talk to both student and Lit. Vol. so they feel good about experience so far, by looking at what has been accomplished.

Steps in Process with Lit. Vol. & Student

1. Student's objectives/goals.
2. Refine #1 to immediate, short-term objectives and set priorities.
3. Lit. Vol. finds out what resources/matls. student can provide.
4. Lit. Vol. may consult Coordinator and/or Matls. Dev. for other materials suggestions, and is encouraged to consult Coordinator to sit down together to combine skills priorities (from diagnoses) with student goal-priorities to create lesson plans.
5. For each new matl. or part of matl. Lit. Vol. asks student what his expectations are from it. Lit. Vol. asks questions to refine expectations, and they convert them to questions. For packet matl., which is leading to doing, Lit. Vol. also asks questions about student's own limitations which will make expectations of new skills realistic; e.g., if student is reading about how to build his own woodsplitter, his limitations of finances, tools, space, time, etc., affect his ability to build it or affect the kind he can build. This kind of consideration may lead to a new packet to work on the limitations, e.g. saving money. If so, start again at #1.
6. Some action results from matl. read, in terms of stated expectations.
7. Evaluation of matl. and information. Start again at #1.

Procedures, cont.

Major Problems Encountered in Volunteer Home Tutoring Situations

Common Problems	Antidotes
Unrealistic Student Expectations - time needed weekly for studying - span of time needed for real progress - unrealistic/over ambitious goals - leaving all responsibility to "teacher" - immediate goal beyond present ability	Initial contact, post-prescriptive discussion w/student (same) self-discovery, in context of small goals that <u>are</u> attained conferring w/student at all stages, clear expr. of his part post-prescriptive discussion, self-discovery
Unrealistic notion of present ability	discuss results of diagnosis
Lack of confidence / Poor self-image	Experiencing success in short-term goals, careful prescription for high-success experiences
Feeling of helplessness, dependence passivity, assumption of impotence and no recourse as client of yet another "school" or system	Home Tutor as ombudsman; seeing his own ideas and goals being acted upon.
Anxiety about confidentiality.	Initial contact; introductory meeting of volunteer and student.

Recruiting Students: Some Questions to Consider

1. Who in the community needs your program and where are they?

2. Find out who already knows and has the trust of those people - certain public or private agency personnel? churches? school people? neighborhood associations?

3. Take time to let those people with the community's trust know about what you have to offer, what it can mean to their neighbors/clients et al. Get their suggestions for ways you could work together with them. Be clear from the beginning about your intentions concerning confidentiality - under what circumstances will you share names of your students with other agencies? Under what circumstances will you refer your students to other agencies who deal with problems other than education?

4. Design a simple system for recording referrals of students and for providing feedback to those who refer students to you - not necessarily in detail, but an indication of whether the person decided to enroll in your program, or if not, why not. Find ways of getting a brief but clear report of your program to your referral sources every 6-12 months. Know and deal with the key personnel in each agency who really know and like what you offer.

5. Make it easy for potential students and their friends and family to reach you. It may take a lot of courage for them to make the plunge to call or come to you - will they reach someone right away who has the information they need and will provide some encouragement, or will they be transferred pillar-to-post? A long-distance call is likely to be an insurmountable barrier for some; have a local number for people in any part of your target area to call, and post it everywhere: bulletin-boards of supermarkets, laundromats, day-care centers, human service agencies, corner grocery stores, etc.

6. Your best recruiters are probably neither your staff nor other "agency" people: they are your students who know that being in your program has made a difference in their lives. Are your students glad about the chance you've given them? Find a way to ask each one individually (not as a group) if he or she knows one other person who needs the same kind of help; let the student talk to that other person and set up the opportunity to enroll in your program. The "old" student, the potential student, and you will all benefit from this process.

7. Be patient with yourself! If you are starting a new program, it will require time to build up your own "trust fund", a cadre of people in the target community who know you, who've seen results from your program, who trust your confidentiality, who know there really are "no strings attached" to what you're offering. Try not to worry for awhile about that number of students you said you would serve in a year. Concentrate at first on building up the base of trust and support, then the students will come.

(over)

8. How about your Unit Task Force? Can you select members who can help you communicate with your target community? Can each Task Force member take responsibility for reaching a certain segment of the population with whom he or she is already in touch? Especially ask students on the Task Force to tell you how they think it best to communicate what's important. (One student on a Task Force, e.g., said to be sure to say the instruction is free every time you advertise - he hadn't dared to ask but assumed there must be a fee.)

9. Are there seasons for studying in your community? If so, plan your recruitment efforts to precede those seasons. For instance, in a northern rural area, people are fairly housebound in winter, and many can find jobs only in summer; those long winter days and nights are the time to study for a lot of adults.

10. Avoid hard-sell. It's no use talking adults into education: they've got to want it and choose to get it. If they do it only because they ought to, or someone else wants them to, they are prime candidates for dropouts. Quietly but steadily, just let people know that the opportunity is there and how to get it. You don't need to give them reasons why they should study: any adult who is still functionally illiterate could give you his or her own list of a thousand reasons. He doesn't need the "shoulds" and "oughts" - he needs some reassurance that he won't be laughed at, won't have to compete, can succeed, and won't be just signing up for one more failure experience.

11. The best recruitment strategy of all is an effective program. If you have something valuable to offer members of the community, and you're delivering it in a manner that is comfortable to them, the word will get out! Be content at first to offer your instructional program to a few students, refine it in terms of their response, and be ready to keep improving it as you go along.

12. Other people to work through in finding potential students: people who work in stores and Post Offices; clergy; school personnel; people who run other programs (educational or not) whose enrollees can use your program as a supplement.

The Adult Right-to-Read Project
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New Haven, Vermont 05472

HOW IT WORKS

Information for Students

1. Someone visits you to ask:
   - Do you want to study now?
   - What do you want to study for? What do you want to do with what you learn?
   - How much time can you put into studying each week?
   - Where would be the best place to meet with someone to help you learn?
   - Do you know someone you would like to study with? (we can train him or her.)

2. The person who visits you first may work with you for a time. Usually, that person can only visit you once every two or three weeks. If you want to study more often, a tutor will come and work with you twice a week. That way you can make fast progress.

3. You and your tutor will work out the best time and day (or days) to meet. You don't have to meet at the same time or on the same day every week.

4. The tutor will ask about what you want to learn and what you know already; you may be asked to read something to give the tutor an idea of where to start. Then you and your tutor will make a plan to work on what you want to learn. You can talk about it together to make sure the plan makes sense. If it doesn't, you can say so and say what you would like to happen.

5. The teacher will leave work for you to do between lessons. It is important that you find time to do it. If you only study when your tutor is there, progress will be slow. It is up to you to find time to do the homework; your tutor will be glad to give you helpful hints on how to study at home. It is up to you and your teacher to find out how much homework you need to do. If it is too much or too little, you should say so.

6. The lessons and materials are free of cost; however, the correspondence course does require you to pay postage one-way.

7. Information about you and your family which the tutor learns will not be shared with others beyond the Right-to-Read Project without your o.k.

8. The learning you do is up to you. The tutor is there to help, but it's your life and your learning. You will only get out of your studying what you put into it. No one can make you begin, and no one can make you continue. It's all really up to you!

Adult Right-to-Read Project
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Phone: 453-3710 or 658-6544

INSERVICE TOPIC SELECTION FORM

Please read through the following list of possible topics for in-service workshops and add any ideas for subject material which you think would be beneficial. Then rank these topics in their order of importance to you. Eg. #1 - most important, #20 - least important.

		Rank in order of Importance
1.	Adapting experience story techniques	_____
2.	Developing phonetic games and exercises	_____
3.	Integrating many word recognition skills	_____
4.	Planning lessons	_____
5.	Discussing student problems	_____
6.	Combining basic information with your reading material	_____
7.	Writing materials your student will enjoy	_____
8.	Using tape recorder in lessons	_____
9.	Adapting magazine and newspaper articles for easy reading	_____
10.	Keying in on your student's goals/needs	_____
11.	Understanding difficulties of the adult learner	_____
12.	Socializing with other volunteer tutors	_____
13.	Discussing what to do when student's needs seem multiple	_____
14.	Interpreting diagnostic test results	_____
15.	Developing listening skills	_____
16.	Discussing tutor attitudes	

Additional

17.

18.

19.

20.

Student wants	Student who passes criteria gets	Criteria	Home tutor gets/does
1. GED	1. A. diagnosis by H.T. B. correspondence, with local resource a. Volunteer b. Home tutor(occasionally) C. advice on getting books at bookstore with local resource a. volunteer b. home tutor(occasionally) D. class/group	1. motivated	1. recruiting and contacting new students
		2. stable personality	2. contacts new referrals
		3. can and will work independently - (between lessons)	3. diagnosis to determine academic skills needed
			4. goal setting/clarification
2. Identifiable, Isolatable skill or skill set.	2. A. diagnosis and goal setting by home tutor B. short term goal with H.T. (transition) C. longer-term work with volunteer	4. attempts to stay task oriented	5. refers to staff soc. services person the "students" who A. are too distracted by other problems to study B. need career/voc. counseling C. were referred by agency which has education on its agenda but client doesn't. D. just want a listener, contact with outside world.
		5. puts studying in regular structure	
		5. made "studying" a priority	
3. basic/beginner reading	3. Same as 2 above	7. willing to be inconvenienced	6. works with A. GED students on infrequent or request basis. B. well-motivated students whose home situation would be impossible for vol. (unless stident could meet vol. elsewhere.
4. Company/an ear	4. A. diagnosis and goal setting by home tutor (listening/company high in ranking-scratch education for now.) B. non-teaching vol. takes over C. and/or referral to Counseling Service	8. goal oriented - concept of goals	
		9. switch adjustment difficulty	
5. Math	5. Same as 2 above	10. H.T. needs "bennies"	
6. "improved education"	6. Same as 2 above	11. Vol. needs "bennies"	
7. a job	7. A. goal clarification, see clearly how education fits in B. possible referral for voc./career counseling.		7. acts as resource person by A. becoming tutor again for vol-student combinations that didn't work. B. regular checking in with students currently matched to volunteers. C. regular meetings with students with low confidence who have just been matched with vols. on trial basis. D. sets up groups as needed
8. Meet expectations of probation officer - mother-in-law etc.	8. A. diagnosis and goal setting by H.T. B. short term goal with H.T. - if that works out, student owns it, on to 1-7 above.		

Student who doesn't pass criteria gets help according to criterion he blew.

Motivation - Why?	Options
1. physical environment	1. A. move lessons and go with goal B. use space they have at a time when its conducive to studying (e.g. kids at school)
2. someone else's agenda	2. Goal clarifying for student himself If it's an agency's agenda, soc. services staff person gets back to agency. If it's a relative's agenda, help clear that up within family, if student wants to.
3. lack of confidence	3. H.T. works through short-term goal, build in encouragement and reinforcement. If confidence increases, try vol. If confidence still low but motivation high: A. H.T. goes through 1 more cycle with him. B. Vol. starts and H.T. promises to come regularly (e.g. alternate Thursdays) to see how it's going.
4. personality conflict with tutor	4. If H.T. has any suspicion of it (e.g. nothing else explains absence), (s)he should investigate the possibility in whatever ways are appropriate - referring agency personnel, mutual friends etc. Coordinator visits with agenda of planning for vol, gets the story.
5. distracted by rest of their life	5. Find out where student sees education fitting into the other problems. Find out if student is really trying to deal with the other problems and or wants to. Offer referrals, other resources (done by staff soc. services person).
6. unfocused/unstructured	6. Goal setting, time scheduling Written contract (very simple at first.)

Adult Right-to-Read Project
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Nov. - Dec. 1976

WHAT ARE OUR ASSUMPTIONS AND INTENTIONS WHEN WE TRAIN VOLUNTEER TUTORS?

The following are our assumptions, contingent upon our common pre-assumptions about learning and teaching, viz.:

1) Teaching doesn't exist (if teaching = impart something).
2) Learning = Making connections = discovery.
3) Skills are acquired by practice, after exposure to a consistant model.
4) Tutoring = creating an environment in which the connections (#2 above) can get made by the student(s).

I. Assumptions Shared by Entire Staff

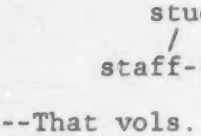
--That we and/or trainees know what a "beginner" or an "intermediate" student is.
--That there will be problems in tutoring situation.
--That an agenda/plan for pre-service training is effective.
--That we can train them to tutor adults.
--Students can and will learn.
--Volunteers can and will learn.
--That we can sometimes answer tutors' questions when they ask.
--People learn best using subject areas that interest them.
--Training can be done effectively in a group setting.
--We know what vols. need to know.
--That vols. need/want in-service meetings, in groups.
--That there are "bennies" for the vol. tutors.
--That lecture method/slides-tapes can be an effective method of training vols.
--That there is such a thing as a workshop leader.
--That, given tools we give them, vols. have flexibility to do something different.
--That certain researched teaching methods that we use (e.g. in TUTOR) work, but they're not the only methods that work.
--That different leaders' commitment to different parts of workshop varies.
--Coordinators assume that HT's know what's in the workshop.
--Some tutor-student matches won't work out and will need to be changed.
--Some vols. will violate confidentiality at some point.
--The Project has a responsibility to both the student and the tutor and makes a commitment to both.
--If it weren't for R2R, fewer adults in Addison and Chittenden Counties would have (as much) contact with their community.
--There are important differences in the dynamics of every tutor-student relationship (contrasted with every other one).

II. Assumptions Not Shared by Entire Staff.

	No	Yes
--Assuming that vols. will follow thru' (&tutor etc.)	(An intention for these and others)	6
--That some pre-service training is valuable.	1	All others
--That trainees aren't ready to tutor already.	2	6
--People won't fail.	Others	1
--That vols. need/want our continuing support/encouragement/help with lesson planning.	Others	3 (Intention only)
--That we can provide continuing support/encouragement/ help with lesson planning.	1 (Intention only)	Others
--That we (R2R) have a right to require vols. to be accountable to us for what transpires with the student.	3 (Intention only.)	4
--That there are some important affective differences between the vol.-student relationship and the HT-student relationship (vol. and student are part of same community).	Others - unsure	2
--Money makes a difference (to student/to staff): staff are paid to keep working with some folks on whom vols. would give up.	Others - unsure	2

III. Intentions Shared by Entire Staff.

--That tutors will have confidence in their ability to tutor (but by no means smug).
--That the tutors will remain committed for 6 mos./1 yr./9 mos.
--That vol. tutor will spend more, quality time with student than HT has already put in with that student.
--That when tutor meets student, tutor is able to tutor effectively.
--That a level of trust will be established among:



--That vols. will maintain 110% confidentiality.
--That vols. fail to perceive Coordinator as complete jerk.
--That vol. tutors will actually teach the way we train them.
--That the primary "contract" is between the vol. tutor and the student, not between R2R and either.
--That we can/will match vol. to student in way that will lead to a continuing learning situation.
--That community will acknowledge our approach as valid and respond.
--That some learning will result from tutor-student matches.
--That the community perceive that the problem of adult illiteracy is both there and theirs, and RESPOND in some way.
--That a hospitable environment/positive attitude be created in the community for the Project.
--That vols. and staff will selectively inspire each other.
--That vols. will learn teaching methods from the training.

-- Assumptions that are also intentions: (Pt. 1)

--Students can and will learn.
--Volunteers can and will learn.
--People learn best using subject areas that interest them.
--Training can be done effectively in a group setting.
--That we can provide continuing support/encouragement/help with lesson planning.
--The Project has a responsibility to both the student and the tutor and makes a commitment to both.
--That vols. will be their own best recruiters of other vols.
--There are no identified "teachers" - that learning happens in a horizontal relationship.
--That staff continuously re-train in maintaining horizontal relationships.
--That student triangle become student=staff=vol. (horizontal relationships)

--That vols. will follow through (and tutor, etc.).
--That vol. tutors be exposed to workshop leader's definition of the following: competencies, IRI's, packets, skill, comprehension, process, word patterns, phonics, adv. word attack, decoding, reading, politics of illiteracy, functional illiteracy, experience story, prioritizing errors, diagnosis, goal-setting, learn, sight word, technique card as memory tool, discovery dialogue, expectation (of matl.), formulate a question, lesson planning, inspire.

III. cont.

--That students, given an opportunity, can and will take responsibility for their own learning.
--That vols. can help students learn whatever students want.
--That we're demonstrating in workshops what is/will be actually done with students.
--Whatever works (legally) with a student is what should be used.
--If/when there's a conflict between our commitment to student and commitment to vol. tutor, the student comes first.
--The tutor must see him/herself as a learner to be effective.

Check the things you would like to read about or that would be useful.

Appendix H

Name: _____

Adventure Stories
Aging Retirement
Alcohol
Animals
Antiques
Armed Forces
Art
Astrology
Banking
Bible
Bicycle Repair
Birth Control
Budgeting
Building Furniture
Building Houses
Buying Appliances
Buying Cars
Buying Food
Buying Houses
Camping and Hiking
Cars and Car Repair
Child Care
Classical Music
Clothing and Design
Conservation
Cooking
Country Music
Crafts
Dental Care & Costs
Detective Stories
Diets and Exercise
Diseases
Divorce
Dreams
Driving
Drugs
Electronics
ESP
Family Planning
Famous People
Farming
First Aid
Fishing
Folk Music
Gardening
Georgraphy
Getting a Job
Government
Hair Styles & Makeup
Health & Sickness
History of the World
Home Decorating
Home Repairs
Household Hints
House Plants
Human Body
Humorous Stories
Hunting
Insurance
Investing Money
Labor Union
Legal Problems
Life in Other Places
Local History
Local Industries
Love Stories
Marriage
Meal Planning
Mechanics
Mental Health
Motorcycles
Movie Stars
Nature Study
Nursing
Nutrition
Pets
Photography
Poetry
Politics
Preserving Foods
Psychology
Raising a Family
Raising Meat Animals
Religion
Retardation
Retirement
Rock Music
Running a Business
Science
Science Fiction
Secretarial Work
Sewing and Mending
Snow Mobiles
Solving Personal Problems
Sports
Spy Stories
Staying Married
Television
Tobacco and Its Use
Traveling
Understanding Yourself
Vermont
Women's Rights
Woodworking & Carpentry
Values
Others

For all your help.

From
The Adult
Right to Read
Project

Appendix M

Trainee's Evaluation of Tutor-Training Workshop

1. Did the Workshop teach you what you hoped/expected it would teach you? (If no, please be specific about anything that was not covered or was covered inadequately.)

2. The style of the Workshop: Would it have been easier for you to learn any of the material if it had been presented in some other way? If so, please be specific.

3. What was the <u>most</u> satisfactory aspect of the Workshop for you?

4. What was the <u>least</u> satisfactory aspect of the Workshop for you?

5. Would you have liked more time for either:
   presentation: _____?
   practice : _____?

6. Do you feel quite confident that you can work with a student now, using the techniques taught in the workshop?

7. Any other comments on the Workshop.

Tutor's name: _____ Place of training: _____

Month and Year of Training: _____

Appendix N

WHO I'D LIKE TO WORK WITH

Volunteer_____ Date_____

Age_____

We'd like to match you with the student you can best work with, and we need to know your preferences. Please check one choice on each line below. We left an "out" for you in each line: "Doesn't matter." But we hope you won't use it unless you really can't make up your mind. There are no "right answers" on this form. It's just to find out your preferences. Thank you.

I THINK I HAVE THE BEST CHANCE OF SUCCESS AND SATISFACTION WORKING WITH:

(Check one on each line)

1.	A man or boy		A woman or girl	Doesn't matter
	/___/		/___/	/___/
2.	Someone my own age	Someone younger	Someone older	Doesn't matter
	/___/	/___/	/___/	/___/
3.	Someone who lives in my town, or nearby	Someone who doesn't live in my town or nearby		Doesn't matter
	/___/	/___/		/___/
4.	Someone with children	Someone without children		Doesn't matter
	/___/	/___/		/___/
5.	Someone who's reasonably intelligent and can understand things well	Someone who has low intelligence and has trouble understanding		Doesn't matter
	/___/	/___/		/___/
6.	Someone who is outgoing	Someone who is quiet		Doesn't matter
	/___/	/___/		/___/
7.	Someone who wants to have lessons in the evening	Someone who wants to have lessons in the daytime		Doesn't matter
	/___/	/___/		/___/

Any other characteristics of student you would like to request?_____

_____

_____

_____

_____

WE CANNOT GUARANTEE THAT WE WILL BE ABLE TO MATCH EVERY ONE OF YOUR PREFERENCES, BUT WE WILL DO THE BEST WE CAN IN ASSIGNING YOUR STUDENT TO YOU.

EXIT QUESTIONNAIRE FOR TUTORS

NAME_____ DATE_____

I. THE TUTOR AND THE TRANSITION WITH STUDENT

1. How long have you tutored?
2. What is your reason for leaving?
3. Did you discuss your leaving with your student?
4. Does student desire a new tutor?
5. Do you feel that a change of tutors will be easily accepted by your student?

II. THE TUTOR AND THE STUDENT

1. Have you always tutored the same individual?____If no, how many?____
2. How often did you and your student meet?
   a. Was attendance regular?
   b. Did you assign homework?
   c. Did student do homework?
3. Did you use a diagnostic tool to test your student?
   a. READ test?
   b. Other? (specify)
   c. How soon after meeting your student?
   d. Have you re-tested?
   e. What were the scores?
      1. Before: READ: Part I, list a_____list b____list c_____
         list d_____
         Part III, 1a____1b_____2.____3._____
         other:
      2. After: READ: Part I, list a_____list b____list c_____
         list d_____
         Part III, 1a____1b_____2.____3._____
         other:
4. Did you have a "contract" or a statement of goals and responsibilities with your student? Describe:
   a. short term--

   b. long term--

(over)

cont.

5. Can you determine that any progress has been made with your student?
   a. Specific evidence?
   b. Is your student satisfied?
6. Were there any long periods when you did not meet?
   If so, why?
7. In what areas do you feel your student now needs the most help?

III. RESOURCE MATERIALS

1. Were resource materials and "helps" for your tutoring available?
2. Were there some materials you wanted but could not find? (specify)

3. What material was most helpful?

IV. TRAINING

1. Was your training adequate to help you with tutoring?
2. What subject areas would you have liked to have covered which were not?
   a. In training workshops
   b. In in-service sessions
   c. By the coordinator or home tutor
3. What things did you learn on-the-job that you wish you'd learned earlier?

V. IN WHAT WAYS COULD THE PROJECT SUPPORT YOU MORE?

VI. ANY OTHER COMMENTS OR SUGGESTIONS:

STUDENT RECORD

Student _____ Phone _____

Address _____

Directions to house:

_____

Initial Contact

by _____ date _____

Student Goals/Objectives:

Home Situation:

Other comments from initial contact:

_____

Diagnosis

Vocabulary: What test? _____ date: _____

Given by: _____

Results:

Informal Reading Inventory: What test? _____ date: _____

Given by: _____

Results:

(over)

Diagnosis (continued)

Phonics/Hearing & seeing words and letters: What test? _____

date: _____ Given by: _____

Results:

Writing Sample (for Intermediate): date: _____

Diagnosed by: _____

Errors:

Skills needed and other instructional needs: Priorities:

1.
2.
3.
4.
5.
6.
7.
8.
9
10

Goals: Long-term:

Short-term: Priorities:

1.
2.
3.
4.

Appendix R

(copies kept by Lit. Vol. & by Coordinator at office)

Student: _____

Tutor: _____

Area: _____

Record of Student Progress

Objective:

Materials:

Skills to be stressed:

Date started:

Date completed:

Skills actually used:

Comments:

Objective:

Materials:

Skills to be stressed:

Date started:

Date completed:

Skills actually used:

Comments:

Appendix S

ADULT RIGHT TO READ PROJECT
c/o BEEMAN ELEMENTARY SCHOOL
NEW HAVEN, VERMONT 05472

Registration Form For Literacy Volunteers

Name. . . . . .

Mailing Address. . . . . .

Home Address. . . . . .

Telephone Number. . . . . .

Preferred time for training workshop.

/__/Morning /__/ Afternoon /__/ Evening

Any days of the week when you definitely could not attend a training workshop?. . . . . .

Would you take advantage of free day care during training period?. . . . . .

If so, how many of your children would use day care facilities?. . . . . .

Do you have your own transportation?. . . . . .

How many years of schooling have you completed?. . . . . .

Describe briefly any teaching experience (formal or informal, paid or volunteer) which you have had.

. . . . . .

. . . . . .

. . . . . .

. . . . . .

. . . . . .

. . . . . .

. . . . . .

. . . . . .

Date . . . . . .

Appendix T

Date: _____

AGENCY REFERRAL TO RIGHT-TO-READ

Potential Student (name) _____ County: _____

Address: _____ Phone: _____

Directions to House:

Agency: _____ Phone _____

Contact Person at Agency (making referral) _____

Comments by Referring Person:

_____

Right-to-Read Initial Contact with Potential Student:

by: _____ date: _____

Comments/Prognosis:

_____

Right-to-Read Report to Agency Referring Potential Student date: _____

Potential Student: _____

Address: _____

Date referred to R2R: _____ Ag. Person Referring: _____

Student was initially contacted (date) _____ by: _____

Student ___ is not interested in studying at this time.

___ wants to study at a later date: _____

___ is working with a volunteer tutor. Name: _____

___ is working with a Home Tutor (R2R staff) Name: _____

Comments:

VERMONT SELF-RELIANCE SERIES

ORDER FORM

EAGLE SUPPLEMENTS

_____	Eagle Supplement #1	BUYING A WOOD STOVE After you know you want to buy a wood stove, how do you decide which one to get? This booklet records how someone made that decision, and the information he used to decide. 50¢
_____	Eagle Supplement #2	FRACTIONS AND DECIMALS review book on fractions, decimals, and some thoughts on problem solving. Lots of practice provided. 55¢
_____	Eagle Supplement #3	A BOOK 56-page book that includes: Word families, time, colors, dates,and seasons, seeing and reading signs; Poems and quotes to read and work with. A Book introduces these topics with words and illustrations, but leaves the lesson to the tutor. $1.05
_____	Eagle Supplement #9	TIPS ON GED TEST TAKING This packet of material includes some thoughts on trying the test as well as exercises in the GED test format. 40¢
_____	Eagle Supplement #10	SELECTED READINGS short reading selection in large print. Selections include an article on fishing, a Jack London story, and a paragraph about how the surface of the earth changes. 35¢
_____	Eagle Supplement #11	WHAT DO YOU THINK SERIES Introduction to topics that are unexplained, misunderstood or down right strange. The first issue of the series includes articles about dreams, The Bermuda Triangle, UFO'S, The Magical Gardens of Findhorn and Zone Therapy - Definitely food for thought and conversation! 25¢
_____	Eagle Supplement #12	DRIVING IN VERMONT 28-page booklet intended as an aid to be used with the Vermont driver's manual. 40¢

RIGHT-TO-READ PUBLICATIONS

_____	RTR #1	WOOD STOVE SAFETY 16-page booklet that includes information on how to protect walls and floors, what you need to know about your chimney, and some general guidelines for maintenance and safety. Inset from fire insurance companies provides more detailed information and diagrams. 40¢
_____	RTR #2	TIPS ON SHOPPING TO SAVE MONEY 10-page booklet that presents some ideas on planning and going on shopping trips. It also includes information on substitutions that can be made to extend food dollars. 25¢
_____	RTR #3	SAVE YOUR HEART SAVE YOUR MONEY 11-page booklet that considers the special problem of shopping for someone with a health problem. 35¢
_____	RTR #4	KEEPING TRACK OF YOUR ENERGY COSTS 10-page booklet that uncovers many of the ways that houses and people are not energy-efficient. The booklet also contains directions on how to read meters (gas and electric) and a chart that shows how much energy it takes to run various appliances. Inset provides practice in reading a utility bill. 50¢
_____	RTR #5	PLANNING AND PREPARING YOUR VEGETABLE GARDEN 11-page booklet that covers a variety of areas one needs to consider before gardening season-location, soil and composting to mention a few. Useful information for the beginner as well as the seasoned gardner. 35¢

_____ RTR #6 PLANTING YOUR VEGETABLE GARDEN 15-page booklet that takes over where Planning and Preparing Your Vegetable Garden, leaves off. Material includes information on what to plant, when to plant and how to plant, transplant and re-plant. 35¢

_____ RTR #7 CANNING AND STORING YOUR GARDEN VEGETABLES 23-page booklet that's a real "how-to" manual. It contains directions for canning most garden produce, a list of equipment, and an additional section on how and where to store vegetables that don't need to be preserved. (Pickle recipes too.) 50¢

_____ RTR #8 FREEZING AND STORING FRUITS AND VEGETABLES 7-page booklet. Like Canning and Storing Your Garden Vegetables, this booklet is a "how-to" manual. It contains instructions and a list of equipment, plus the section on storage. 20¢

_____ RTR #9 MAKING YOUR OWN BABY FOOD 10-page booklet that explains how to make and store baby food. Some interesting facts on savings, a list of equipment and a section of recipes complete the booklet. 35¢

_____ RTR #10 PARENTING: ISSUE 1 21-page booklet based on the shared experiences of Vermont parents. Articles about newborns, fighting, discipline and education are presented in this issue. Comments are often added to present another side of the story, or questions to help the reader. 45¢

_____ RTR #11 LIVING IT UP ON A SMALL FOOD BUDGET 33-page booklet about meat. Explains and demonstrates how to plan menus and shopping trips around the best meat buys. A section on cutting and repackaging meats makes this booklet a real "how-to" manual. (Includes a recipe section.) 65¢

_____ RTR #12 SAFE CHILDREN 11-page booklet. In a story about two women talking about trading off child care, a home is explored for places and things that are unsafe with children around. 15¢

_____ RTR #13 PLAYING DOCTOR 5-page booklet. A short dialogue between co-workers exploring the dangers of experimenting with medications. 5¢

_____ RTR #14 PARENTING: ISSUE 2 18-page booklet based on shared experiences of Vermont parents. Articles about fighting, fear, language, crib death, and some shared feelings about being a parent are presented in this issue. Comments are often added to present another side of the story, or questions to help the reader. 40¢

_____ RTR #15 ABOUT VOCATIONAL SCHOOL 10-page booklet telling prospective students what to look for in vocational training schools and how to avoid being cheated. 25¢

_____ RTR #16 ADVENTURES WITH SALESMEN AND BILL COLLECTORS 13-page booklet based on information from the State of Vermont. Attorney General's Office, Consumer Fraud Division's rules on Right to Cancel and Debt Collection. 20¢

_____ RTR #17 THE RIGHTS OF PEOPLE WHO LIVE IN TRAILER PARKS 9-page booklet based on information from the Attorney General's Consumer Fraud Division, in conjunction with the Vermont Public Interest Research Group, Inc. 25¢

Copies of these materials are available through:
Adult Basic Education
Department of Education
Montpelier, VT 05602

* Because of printing costs, ABE can only distribute free copies to people in the Vermont Program. Others may receive sample copies or multiple copies can be provided at cost. Make checks payable to Vermont State Treasurer.

Appendix V
Sample 1

COMMENTS on the use of Adult Right-to-Read Project Original Materials

Please answer the questions below and return this form to your Volunteer-Coordinator, or to: Materials Developer, Adult Right-to-Read Project, c/o Beeman Elementary School, New Haven, Vermont 05472

YOUR NAME_____

1. What is the title of the material you used?_____

2. At about what reading-level is the student with whom you used this material?

_____

3. Check one : My student found the reading difficulty of this material
(a)_____too difficult. (b)_____too easy. (c)_____about at his level, but not a challenge. (d)_____a challenge, but not too difficult.

4. Did you or your student disagree with any of the statements made in this material?
_____Yes. _____No. If "Yes", please specify your disagreements :_____

_____

_____

Did the illustrations contribute to your student's interest in the material?____Yes.____No.
_____It's hard to tell.
Did your student comment on the illustrations or discuss them with you?

_____

Do you have any suggestions to improve the illustrations?_____

_____

6. What were the weakest points in this material?_____

_____

7. What were the strongest points in this material?_____

_____

8. Do you feel that this material was a positive help to your student in learning to read and to write?_____Yes. _____No. _____It's hard to say.

9. Mention any related subject areas in which you or your student would like to have more materials like this.

_____

_____

_____

_____

Please add any further comments or suggestions you have, on the back of this sheet (Optional

Comments on the use of Adult Right-to-Read Project Original Materials.

Please answer the questions below and return this form to your Volunteer-Coordinator, tutor, or to: Diana Carminati, Adult Right-to-Read Project, c/o Beeman Elementary School, New, Haven, Vermont 05472.

Your name: _____.

1. What is the title of the material you used?

   _____.

2. Why did you read this material?

   _____

   _____

   _____

3. Did the material answer any questions you had about the topic? _____yes _____no
4. Were there points that you would have liked explained in more depth?

   _____yes _____no

   If yes, Please list these points:

   _____

   _____

   _____

5. Did you disagree with any of this material? _____yes _____no

   If yes, please explain:

   _____

   _____

   _____

6. Did the pictures and/or charts help explain the material? _____yes, _____no
7. Would you have added more pictures and/or charts? _____yes _____no

   If yes, where _____

   _____

   _____

8. Was the material hard for you to read? _____yes _____no
9. Are there any other subject areas that you would like to see material like this on? Please list:

   _____

   _____

   _____

10. Would you be willing to talk to someone about your ideas about this material or your suggestions for other material? _____yes _____no

    If yes, please include your phone number or address.

    _____

Thank you.

Summary of Comprehension Process (with very beginning students)

1. Student or student and tutor together read title and tutor reads the topic sentence of several paragraphs. Given these, and any illustrations, the student states his expectation(s) for the material.

2. Student and tutor change the expectation into a question; or, "If I were a person who knew a lot about this subject, what would you ask me?"

3. Tutor reads material to the student.

4. Tutor begins "discovery dialogue" by asking question(s) formulated in Step (2) above.

5. Dialogue continues until student can re-state what was read, in his own words. It is question-oriented: Can you answer your own question about the material?
   What do you think the paragraph/sentence/phrase is saying?
   *How would you say it?
   Does this change what you knew or thought about this subject?

6. Tutor writes down *How would you say it? *answer in student's own words as an experience story.

7. Work on the experience story for decoding -- phonics, sight-words, etc.

EXPLANATION OF READING COMPREHENSION PROCESS (with students who can do some reading)

A. Student, student & tutor (in order of preference) read(s) title, and topic sentence of several paragraphs.

B. Given these and any illustrations, the student states his expectations for the article. Encourage the student to talk about his own experience/background/knowledge of the subject, as he formulates expectations.

C. Student and tutor change the expectations into a question; or, "If the author were sitting here with you, what would you ask him?"

D. Student reads material silently.

E. "Discovery dialogue" - several variations:
   1) Have student stop reading when he thinks he's answered his question(s) - step (c) above. If all of his questions are answered before the end of the article, don't ask student to read the rest unless student wants to finish it - then state any further expectations and repeat process.

   2) Check back with the student after he's read a few paragraphs: were his expectations realistic? are they being answered? if so, proceed ; if not, re-state expectations and repeat process.

   3) After student reads entire article, ask student his question(s) again.

F. Dialogue continues until student can re-state in his own words what he read. It is question-oriented:
   1) Can you answer your own questions about this material?
   2) What do you think this paragraph/sentence/phrase is saying?
   3) How would you say it?
   4) Does this change what you knew or thought about this subject?

G. If student cannot answer his question, have him re-read material orally with tutor providing words as needed. Ask question again. If student can answer his question proceed to follow-up activities. If not, go on to H.

H. Sift through vocabulary defining and rewriting until all major facts have been brought out. Begin series of "what-do-you-know" questions helping student to categorize essential/nonessential information for answering his question. Have the student summarize what he understands of the material and then have him re-read silently if necessary. Ask question again.

Suggestions for Follow-Up Activities.

a. If question leads to an activity that can be performed, then do it. (ex. follow a recipe, fix a car, open a checking account, etc.)

b. Have student write out answers to his question if possible.

c. Use mispronounced words, misspelled words, faulty sentence structure, punctuation errors, etc. for further drilling.